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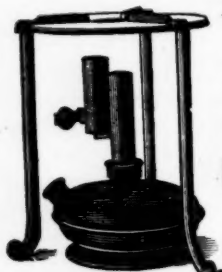
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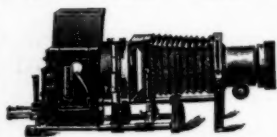
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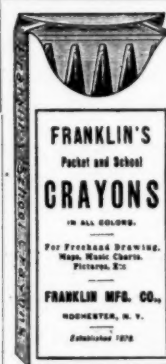
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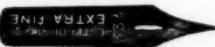


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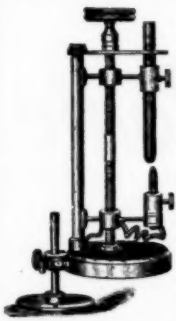


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The business department of THE JOURNAL is on page 44.

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Guiding Principles.



THE thoughtful teacher does not ask day by day, Have they (the pupils) got their lessons? for this ignores the main object, which is ability to think, to judge, to reason. The above question is indeed the main one in the mind of the teacher who has not come to some philosophic conclusions concerning the child. To educate the child is to prepare it to live in a large free way, happy and helpful to others, after the design of the Creator. So that the question the teacher will ask day after day will be, Are these children fitting for life? And this not in the narrow sense, so often put upon the phrase meaning fitting to work on a farm, in a shop or store, and thus get a living, but fitting them so that the life in them shall have a stronger and fuller expression.

Supposing the teacher to have come to this conclusion, he will daily ask how he can minister to the life of his pupils, and the reply will be (a) by increasing their knowledge, (b) developing and training their powers, (c) rendering them more skilful in the use of these powers. To attain these three things for every pupil, to effect something permanent and radical, is the object of his work in the school-room.

These six words should be fully defined in the teacher's mind, for they relate to the efforts he will make to attain the three objects mentioned above; *teaching, instruction, training, learning, study, and method*. To attain the three objects which make up education, a method or methods must be employed; the employment of these methods must be under guiding principles.

The guiding principles of teaching are only found by studying the way in which the activities of the human being are unfolded; in other words, these principles are not of man's make.

Estimate Rightly Condition and Capacity.

1. *The process and material of education must be adapted to the capability of the child.* The pupil of seven years does not learn as the pupil of fourteen. The young child learns through its senses; the older through its judgment. The mental powers of both are the same, but the young child actively observes and aims to acquire words to express himself in words; the older one is expressing himself in judgments; later on the reasoning powers become active—the combining of judgments. The thoughtful teacher will therefore devise exercises that will be appropriate for his pupils; he will not simply divide them into primary and ad-

vanced; he will offer work that fits the perceptive stage, the judgment stage, and the reasoning stage. This is what is meant by adapting method and matter to the capacity of the child.

Proceed by Natural Steps.

2. *The natural order of exercising the mental powers must be followed.* There are seven "maxims" that are considered by teachers to condense important conclusions respecting the natural order of proceeding in teaching children under the age of fourteen or fifteen: (1) Observation before reasoning. (2) The concrete before the abstract. (3) Facts before definition. (4) Processes before rules. (5) From the particular to the general. (6) From the simple to the complex. (7) From the known to the unknown.

Select Subject Matter from Nature.

3. *The pupil's business as a pupil is to investigate his environment and express himself concerning it.* His environment consists of the earth (plants and animals), humanity, things (physics and chemics), himself, ethics. The last grows out of the relation he bears to others, and as all happiness turns on it, it is made a subject by itself. Expression may be in language, in numbers, and by making or representing in forms.

This makes it plain that the little child should do something more than simply learn to read when it comes to school. His whole being should be occupied; something about plants, animals, the sky; something about people and their doings, something about objects, something about himself, and his duty to others broadened. Language will be needed as his knowledge is extended, and this should be taught to him—for the reason that he needs it to express himself.

The young child needs the same as the older one, the older the same as the younger; each needs to know more of his environment; but the mode in which each will consider it will vary according to the mental development attained. (See principle 1.)

Know Well the Mental Process.

4. *The effort must be to rightly comprehend the mental movement at each stage.* There is a need of a knowledge of the psychological condition. The young child is employed in observation in order to gain facts. The older pupil is forming general judgments. One observes that this iron is hard, the other has concluded that all iron is hard. The first instruction must exercise the observing powers, the memory, imagination, and judgment; induction leads the way for deduction in later stages. The first steps are employed in finding the obvious qualities and relations; the later steps are taken to find the deeper or scientific relations. A child might class a piece of iron with other objects because it is heavy; a few years later it classifies it with aluminum, which is

almost as light as wood, because both possess the qualities of a metal.

The primary pupil is separated psychologically from the advanced pupil; the defect has been to suppose he was only separated by want of knowledge. The instruction given to the primary pupil must be based on his psychological development; it may be he should not be taught reading, that he needs to examine objects, to employ his observing powers. To learn that "The world is round and like a ball, seems swinging in the air," is in the highest degree wrong.

This principle announces that a course of study must be planned on the psychological development of the child. First, observation and induction; second, observe, analyze, and generalize; third, a closer, deeper, and more critical inspection, and then deduction.

Found all in the Senses.

5. *The elements of all knowledge must be taught objectively.* This means the presenting of the object and not the word; the word is the sign of the object and is for the purpose of recalling the concept or the associated with it. The greatest error is the non-observance of this principle; it is the belief of most of the teachers to day (especially in Sunday-schools) that it is not necessary to understand what is learned. To make a child learn that "iron is heavy," without knowing what "iron" is, or what "heavy" is, is a wrong done him that he cannot resist except in inattention—nature's resistance; in later years he stays away from school.

Elementary psychology teaches that a concept is formed out of a sense percept; that general concepts are formed from combining individual concepts; so that there is no real knowledge except that founded on a study of the real thing. To give a child a word without a meaning, to have him spell words to which no meaning is attached can have no defense. The words in the book suitable for the child must be representatives of known things.

Arouse Self-Activity.

6. *The main office of the teacher is to occasion self-activity.* Not only must the memory be active, the whole mental being must be aroused. The art of the teacher lies in his ability to arouse this activity; to sustain and direct it, the principles enunciated must be studied, understood, and applied. There are those who can arouse interest for a short time, but cannot sustain it; they set inappropriate tasks before their pupils, violating sound principles. Let it be remembered that human beings put forth activity to obtain results; if they get only a set of words without meaning they will cease to be active.

Aid for the Domination of the Spirit.

7. *In the search after knowledge the feelings of the pupil must be enlisted.* The pupil must be inspired by the interest and sympathy of the teacher. He must put his heart, his whole being into his work. Some rely upon emulation, they give praise and prizes. But the best teachers cause the formation of ideals of excellence; it is the possession of these that inspires effort. The search after truth causes the self-formation of these ideas, but the interest, the sympathy, the encouragement of the living teacher, is the occasion's cause.

This summary of principles should cause the teacher to consider whether he is daily under their guidance.

It is quite another thing to feel that he has kept his pupils still, and made them learn their lessons; persons wholly unworthy the name of teacher can do this. A mechanical following of even these principals will fail to reach the high results the true teacher aims at, just as a following of principles will fail to make an artistic picture. Teaching is an art. The person who claims to teach simply because he knows more than the pupil is unworthy the name.

Educational Problems of the Present.

THE FUNCTIONS OF STATE TEACHERS' ASSOCIATIONS AS TO THEIR SOLUTION.

(Abstract of an address by R. B. Dudgeon, of Madison, before the recent Wisconsin State Teachers' Association meeting.)

One of the functions of state teachers' associations is to determine state educational policy. In this may be involved all questions pertaining to school supervision; the certification, qualification, and appointment of teachers; the classification of schools; tenure of office; and, in fact, all questions which may be made the subject of formal resolution or legislative enactment.

A second function is the formulation of educational doctrine. Under this head we would classify all questions which seek a clearer understanding of the true ends of school work. The proper sequence and correlation of studies, the arrangement of school courses, the disciplinary value of school branches, are a few of the questions which may be classified under this head.

A third function will be found in the development of a broader system of school methodics. Among the many questions which may fall under this head are: Individual vs. class training; the departmental plan of teaching; laboratory methods; public libraries and the schools; literature in the lower grades; algebra and geometry in the grammar grades; elementary science as related to language and reading.

As a fourth function we would name the encouragement in some organized way of patient research and practical experimentation along the lines of educational doctrines and school methods, and a thorough investigation into the laws and principles of child development.

We have reached that point in our educational work where there is an imperative need of facts. We have speculated and theorized; we have drawn conclusions and modified our methods repeatedly, only to find ourselves still "at sea." In our earlier years we were led to think that arithmetic above all other studies possessed great disciplinary value. A little later the precedence was given to the ancient languages; later still to scientific studies; and finally we are brought face to face with the broad assumption in the valuable report of the Committee of Ten, that the materials of instruction are a matter of indifference, and that it does not matter what subject the child studies so that he studies something thoroughly, in an observational method.

Is it not very possible, this assumption to the contrary notwithstanding, that education is not merely a training of mental powers, but a process of nutrition; that mind grows on what it feeds on, and that the mental organism, like the physical, must have suitable and appropriate nourishment? The theories along this line have been very abundant, but what about the facts? What are the data upon which these theories were grounded.

Some of us remember well the days of formalism, when the work of the schools under machine-like methods consisted in paragraph recitations, rote-learning, and dry memorizing of useless stuff. The reaction set in, and with the so-called new education we had the other extreme, where pupils were not required to learn anything, but must find out everything for themselves and be told nothing. It was even doubted whether memory itself was of any special value. Some of us,

who are absent-minded, and whose memories are little more than leaky vessels, made ourselves believe that a poor memory was proof, *a priori*, of a high degree of intellectuality. We have reason to believe now that a good memory and strong perceptive powers are not incompatible. In fact, strong retentive powers seem very essential to broad effectiveness, absolute thoroughness, and the highest culture. It would thus seem that in our educational work we have mistaken mere notions for facts, whims for data, and instead of educational doctrines, we have in many cases been following educational dogmas.

The wise physician makes a careful diagnosis of the disease before he ventures to prescribe. Before the teacher attempts to develop the mental and bodily powers of the child he should know something of the needs, conditions, and laws of child life. The demand of the hour is for patient, painstaking, unbiased observations and a systematic gathering of data in regard to the physiology and psychology of the child. A realization of these demands has led to the opening of a comparatively new field for investigation and study. The new science of child study involves the observation and measurement of children as to their constitution, functions, and activities, and includes the study of both mind and body.

Scientific child study has brought to light many facts that will have an important bearing on the shaping of future educational work. Dr. Holmes, of Chicago, for instance, has found that from 15 to 20 per cent. of school children have defective hearing, while a larger per cent. have defects of vision. These defects necessarily handicap the unfortunate pupils and hinder the natural mental growth. Or take the results of the tests made by Dr. Porter on over 33,000 school children which led him to the conclusion that there is a physical basis for precocity and dullness; that precocious children are stronger physically and dull children weaker than the average or typical child of the same age. These are a few only of the many conclusions that have been reached through child study, although this line of work has but recently been entered upon, it has already reached most fruitful and promising results. The facts which have been gathered are only promises of what await the patient researches of intelligent students.

There is yet another function of the state teachers' association and it is one which transcends in importance all others. It consists in the influences which come through personal contact of mind with mind and results in enlarged views, clearer conceptions, and higher motives which escape the subtlety of words, yet are most potent in molding human character. We need our enactments, our body of educational doctrine, our well-defined lines of policy, but above all these we must possess that power and inspiration of heart and mind that shall transmit knowledge into wisdom, ethics into goodness of life, and noble thoughts and purposes into a will power used in just and pure and noble living.

No Permanent Effects.

A superintendent of schools in a city had given considerable attention to psychology and had achieved a good reputation as a thinker on subjects demanding intellectual power. It was noted at the time that the reputation of the schools did not so perceptibly increase as the reputation of the superintendent. He remained in that post several years and when he retired it was the general opinion that the schools had suffered a great loss. A visitor to those schools, after some years, remembering the literary reputation of the former superintendent, looked among them for certain characteristics he supposed would undoubtedly exist, but they were not there. If his name was mentioned to a teacher, the remark would be, "Oh yes, great man;" there was no assertion that he did much for the schools.

Expression.

(From an address delivered by Will Scott, at Ebensburg, Pa., before the teachers' institute of Cambria county.)

There is a tendency in the human soul to give its concepts shape and form and leave upon the face of matter, in paint, in marble, or in speech, some record of the *Ego*. This tendency is called expression. When trained, we call it art. It is a natural function of the soul, and if you would teach the child to "live completely," his expression must be trained and guided.

If we would know that the child has clear concepts of things, he must record them in clay, in sand, on paper, or in speech, which is the highest form of expression.

In importance, language outranks all other arts. It is the door to all knowledge—the key that unlocks every science—the vehicle and instrument of all human thought; and more—the guardian and treasurer of all past achievements.

But how are we teaching this highest form of expression? Since the days of Goold Brown and Lindley Murray the method has been one of rule and rote. With an enthusiasm more pedantic than pedagogic, we have devoted ourselves to technical grammar, as if parsing and analysis were the chief end of man. And what is the result? Simply this that we as a people do not and cannot speak our mother tongue correctly. And what is the reason? Only this: the method is wrong and out of harmony with the laws of mental growth. The teaching of language has rested on the supposition that grammar teaches correct expression, and the supposition is not true.

Suppose the architects had put their students to tearing down old buildings and assorting the materials, and if the students had never known but that the systematic destruction of buildings was the legitimate aim of their vocation, then architecture and language would have been treated alike, and the sublime structures of the world would never have been fashioned.

If rules are conducive to good expression, the grammarians ought to express themselves clearly and precisely in the most pure and facile language, but instead there are two facts worthy of note. One is that no master of English has ever been a professional grammarian; the other, that no professional grammarian has ever been a master of English.

As a reaction from the grammar delusion, we are now suffering from that abominable plague known as "cut-feed language lessons," consisting of the filling up of blanks. How long will it be until this baneful fad is banished and children are taught to use good language as the natural means of expressing their thoughts?

We learn to do by doing, to speak by speaking, to write by writing, and not by rules or filling out blank forms.

"Within."

To fail in finding gifts, and still to give,
To count all trouble ease, all loss as gain,
To learn in dying as a self to live—
This dost thou do, and seek thy joy in pain?
Rejoice that not unworthy thou art found
For Love to touch thee with his hand divine;
Put off thy shoes, thou art on holy ground;
Thou standest on the threshold of his shrine.

But canst thou wait in patience, make no sign,
And where in power thou fail'st—oh, not in will—
See sore need served by other hands than thine,
And other hands the dear desires fulfil,
Hear others gain the thanks that thou wouldst win,
Yet be all joy? Then hast thou entered in.

[A subscriber who read "The Spiritual Side" in a recent JOURNAL sends the above poem from *Harper's Magazine*. It has a special interest because the author is Miss Anna C. Brackett, a teacher of eminence in this city.—ED.]

Geography:

Outline Course of Study For Eight Grades.

(Prepared by Miss Zonia Baber, of the Cook County Normal School, and read before the Northern Illinois Teachers' Association.)

FIRST GRADE.

September.—Formation of soil; loam, sand, clay, gravel. Visit lake, brook, woods, swamp. Observe soil making. Distance. Direction. Daily observation of weather. Sun.

October.—Distribution of seeds by wind, rain, running water, animals, and man. Daily observation of weather. Sun. Observation of shadow.

November.—Formation of soil from limestone, sandstone, granite, shale. Daily observation of weather. Effect of change of seasons.

December.—Effect of frost on soil, rocks, plants, and animals. Condensation. Evaporation. Frost. Weather observations. Moon changes.

January.—Effect of wind on surfaces; soil wearing, building. Snow drifts. Change of day lengths. Moon phases.

February.—Solution of salt, sugar, alum, etc. Effect of heat on solution. Hard and soft water. Crystallization. Weather observations.

March.—Migration of birds. Awakening of life; cause. Clouds, rain. Weather observation. Shadows.

April.—Relation of animals to soil; earthworm, crayfish, ants. Observation in school-yard. Weather observation. Moon and stars.

May.—Relation of growth of seeds to soil and moisture. Plant in sand, gravel, clay, loam, rocks. Weather observation.

June.—Evaporation. Condensation. Temperature change. Field work. Swamp growth; hill growth. Sun's shadows.

SECOND GRADE.

September.—Field work. Lake shore. Formation of beach. Wearing of beach. Sand making. Wind—action on shore. Examine pebbles found at lake—as to material. Observation of moon and stars. Daily weather observation.

October.—Field work. Stony Island. Limestone. Formation of fossils. Granite boulders; weathering; residual soil. Relation of distribution of seeds to animals, wind, water, etc., in this district. Daily weather observation.

November.—Solution. Crystallization. Effect of heat on solution. Limestone. Sandstone. Granite. Shale.

December.—Effect of frost on soils, plants, animals. Condensation, evaporation. Frost. Snow. Observation of changes of position of sun since September. Daily weather observations.

January.—Effect of thawing on soil. Effect of heat on water; convection.

February.—Radiation and reflection of heat. Effect of heat on air. Change of place of sunset.

March.—Properties of soil; mechanical and chemical changes. Migration of birds. Length of day and night.

April.—Relation of soil, water, heat, light to germination and plant growth. Moon's phases.

May.—Field work. Relation of animal life to soil—ant, crayfish, earthworm. Relation of plant life to animal life.

June.—Field work. River action on surface. Erosion. Building.

THIRD GRADE.

September.—Field work. Constituents of soil—loam; clay; sand; gravel. Soil making at lake shore; in swamps. Moon's phases. Daily observation of weather. Sunrise, sunset, length of day.

October.—Field work. Effect of river on surface. Valley, hill, and plain making; canyons—falls. Observation of moon and stars. Daily weather observation.

November.—River action on surface. Wearing and building—flood plains and deltas. Effects of change on season. Observation of weather.

December.—Wind action on surface. Formation of sand dunes. Snow drifts. Effect of wind on vegetation. Daily weather observations. Observation of shadow at noon.

January.—Sea action. Wearing and building coasts; harbors; bays and gulfs.

February.—Formation of islands and peninsula by volcanos; coral; subsidence; erosion. Weather observations.

March.—Evaporation and condensation, rainfall; relation to physical features. Length of day and night. Sunrise and sunset. Length of shadow at noon.

April.—Conditions for deserts; appearance of surface; vegetation; animals. (Study sand dunes at lake shore.) Use of deserts. Weather observations.

May.—Field Work. Glaciers; formation of moraines; appearance of glacial region; striæ. Glacial stories. Weather observations.

June.—Field study. Study of river basin. Distribution of soil. Vegetation.

FOURTH GRADE.

September.—Field study. Formation of river basin. Study of slope. Destructive and constructive river action. Place of sunrise and sunset. Angle of sun's noon rays.

October.—Field study. Distribution of soil in river basin. Relation of plant life to soil distribution. Distribution of seeds. Weather observations.

November.—Underground water; its use; work; formation of caves; springs; artesian wells. Effect on surface contour. Daily weather record. Compare with previous months.

December.—River basins. Irrigation—needs of; method; history. Observation of place of sunrise and sunset. Angle of rays at noon.

January.—Effects of temperature on animals and plants—covering; foliage. Comparison of tropical and frigid life. Comparison of prairie and forest life.

February.—Study of wind; effect on surface; sand dunes; effect on vegetation. Angle of sun's noon rays.

March.—Study of mountain forms; ranges; chains; peaks. Relation of mountain shapes to their material. Length of day and night. Noon shadows.

April.—Glaciers. What they do and have done. Appearance of country glaciated.

May.—Relation of man to structure of environment; occupation; home; clothing.

June.—Man's relation to his neighbors. Growth of government. Sun's apparent movement.

FIFTH GRADE.

September.—Field study. Action of rain, rivers, oceans, wind, glaciers, frost, heat, on shaping surface.

October.—North America; whole; land masses; primary and secondary high-lands; general idea of drainage. Weather observations. Relation of moisture to barometric pressure.

November.—Structure of Mississippi and St. Lawrence river basins; distribution of soil and life in river basins. Adaption to man's needs.

December.—Formation of Arctic and Hudson bay systems; appearance of surface; geological action of the rivers; distribution of life and use of rivers.

January.—Structure of Atlantic and Gulf systems of rivers; geological formation of tide water region; compare with Piedmont region; distribution of life. Uses.

February.—Structure of the river basins of the short slope of North America. Yukon, Frazier, Columbia, Sacramento, San Joaquin, Colorado. Structure of internal drainage. Life.

March.—Political divisions of North America. Physical features of; drainage; vegetation; climate; animal life; occupation; cities. Study U. S. meteorological maps.

April.—Structure of South America; slopes; land mass; drainage; high-lands.

May.—Formation of the Amazon, Orinoco, La Platte river basins; surface; climate; life. Effect of river on basin.

June.—Structure of San Francisco, Guiana, Patagonia, Magdalena river systems.

SIXTH GRADE.

September.—Field study. Dynamic geology. Political divisions of South America. Physical features; drainage; vegetation; climate; animal life; occupation; cities.

October.—Structure of Eurasia; long and short slopes; high-land masses; compare with North and South America.

November.—Long slope of Eurasia. Particular study of Siberia. European Plain, Scandinavia. Physical features—high-lands, drainage, soil, products. Present geological changes.

December.—Long slope of Eurasia. Structure of great depressions—Black, Caspian, and Aral sea basins. Physical features; drainage, soil, products. Present geological changes of surface.

January.—Structure of short slope of Eurasia. Particular study of Kamtchatka, Corea, China, Indo China.

February.—Short slope of Eurasia. Particular study of India, Arabia, physical features, drainage, vegetation, climate, animal life, occupation, cities. (Hist.)

March.—Particular study of surface of Iran; Asia-Minor, Greece. (Hist.)

April.—Short slope of Eurasia. Particular study of surface of Spain, Italy, England. Comparison and classification of peninsulas of short slope as to formation. (Hist.)

May.—Structure of Africa. Physical features of Niger basin; Sahara and Barbary slope.

June.—Structure of Congo, Orange, Zambezi, Limpopo basins. Physical study of Australia.

SEVENTH GRADE.

September.—Field Work. Surface action of air, water, and life. World as a whole. Relation of continent; oceans. Observe sunrise. Sunset. Angle of noon shadow. Record.

October-November.—North America, South America, and Eurasia considered as one continent. Comparison of surface; long and short slopes; river basins, products, people. Observation of

angle of sun's noon rays. Compare with September. Record monthly.

December.—North America, South America, Eurasia, and Africa considered together. Comparison of mountains; plains; drainage; products; people.

January.—Australia. Compare with other continents. Compare time, places of sunrise, sunset. Noon angle.

February-March.—Continental and oceanic islands. Formation. Surface. Products. Use.

April.—Mountain making. Classification of similar ranges; altitude; formation; appearance. Valley making. Classify similar valleys of world. Plains. Plateaus.

May.—Continental or inland drainage of world; location; altitude; surface; effect.

June.—Mathematical geography. Rotation. Proofs based on monthly record. Seasons; cause.

EIGHTH GRADE.

September.—Mathematical geography. Rotation. Revolution. Effect at different places of earth.

October.—Wind and ocean currents of globe.

November.—Distribution of vegetation and animals of earth.

December.—Distribution of man. Black. Yellow. White.

January.—Distribution of Republics of North and South America.

February.—Distribution of Republics of Eurasia and Africa.

March.—Distribution of Monarchies.

April.—Distribution of Monarchies. Tribal forms.

May.—Distribution of cities of the world.

June.—Distribution of cities of the world.

NOTES.

The principle that all acts of the imagination are dependent upon clearness of sense percepts, must govern the making of a course of study. Hence all primary lessons in geography must be field and laboratory work. Geography may be defined as the description of the landscape of the earth. The picturing and interpreting of these landscapes is the work of the geographical student. What then composes a landscape? We may analyze it into its elements of color, form, and organic structure. How can a child best get an idea of these elements? By an interested observation of his surroundings. He has, in the temperate zone, during the year, a panorama of the earth's art galleries of beauty in coloring. In the rich yellows, reds, and browns of autumn, the grays and whites of winter, the pale, fresh greens of spring, the dark greens and yellows of summer; he passes from the torrid to the frigid regions. How can we interest him in this glorious cyclorama? By landscape painting. When speaking on child study in the kindergarten, Dr. G. Stanley Hall said that if a child were given a needle a foot long, his sewing would be in harmony with his physical development. So I believe a child can paint a grassy lawn with far more ease than he can a peach or tomato on account of the limitations of these small objects.

By repeated attempts at landscape painting he begins to see and enjoy the beauty of his surroundings, and is making a color basis for his future picturing.

What forms of land and water does the world's picture contain which the child must see? Mountains, hills, valleys, plains, plateaus, rivers, lakes, and seas. Does his environment, in this region, contain the elements of this scene? We may answer "all save mountains," and yet the clouds lying near the horizon may deceive an experienced mountaineer.

As to material, Prof. Shaler has said that he doubts not that every gallon of sea water contains particles from every square foot of land surface in the world. This may seem extravagant yet it serves to show that every piece of surface mirrors the whole earth.

While a landscape may appeal to our æsthetic sense, it is the story of its life history, the forces which have shaped it, that interests us most.

By close observation, we may catch the modest sculptors at work on their plastic material. We see the wind piling graceful dunes on the lake shore; the stream cutting the ridge into shapely hills, and using the material to spread out into low, fertile plains; the sea carving bays and harbors, and building long, waving beaches; the frost fearlessly breaking great rocks into pieces and heaving up the mellow soil. Even the trees and plants play their part as silent workers on the great landscape, thrusting their brave, exploring root deep into the soil, even into rocks; giving yearly all their wealth of verdure to enrich the coffers of nature; jealously guarding, with sentinel rootlets, each particle of soil, lest it should be ruthlessly swept away.

Animals, too, are active agents. The beaver makes a swamp, while the crawfish drains it. The earthworm works over the damp, rich loam, while the ant seeks the dry, sandy areas; the mole, gopher, mouse, hog, etc., each is a great sculptor.

The distribution of sunshine during the year, the change of length of days and of the change of the sun's meridional angle, furnishes a basis for mathematical geography.

The relation of the child to its playmates, to the home, the school, the town, lays a foundation for political geography. The study of the industries of the neighborhood, its needs and surplus products, a basis for international commerce.

The above course of study indicates that the first half of a child's school life should be a study of the changing forms and forces within his environment; the last four years a study of foreign geography.

We must depend upon pictures, maps, and descriptions for that which is beyond his sense grasp. By their use we form in consciousness, out of the material obtained by a continued observation, a picture of the world's great landscape.

Study of the Continents. IV.

Asia.

By M. IDA DEAN.

THE BIRTHPLACE OF THE HUMAN RACE.

While history and recent explorations and discoveries seem to point to Egypt as the cradle of the world's civilization, yet it must not be forgotten, that the records also seem to indicate that Asia was the birthplace of the human race.

Children always enjoy the beautiful story of the "Creation" and the "Garden of Eden," so that it is well to introduce a class to the study of Asia by this means. And, when they are thoroughly interested, ask them to find on their maps the two rivers, the Tigris and Euphrates, which are identified as two of the four rivers that flowed through the Garden of Eden. Call attention to the other large rivers of Asia, source, length, and mouth of each; this leads a class to notice the surface, mountains, and coast. Notice the great extent of Asia from north to south, consequently all kinds of climate, from the keen, cutting blasts of the Arctic, to the scorching heat of the equator is known on this continent. From this fact the children should be able to infer that the vegetation must be greatly diversified, as a great variety of climate necessarily produces a like variety in the vegetation. The children are thus prepared to learn the position, coast surface, climate, etc., of Asia.

Races.—Particular attention should be given to the question of races, as in this land we find three of the five great races. Even young children can be made to understand that scientists are agreed upon the common origin of the human race. Require the children to find on their maps Mt. Ararat. Ask who knows about the ark that is supposed to have rested upon this mountain? Let them tell you of Noah and the Deluge. Place the following diagram on the blackboard:

- | | |
|------------------|--|
| Noah had 3 sons. | <ol style="list-style-type: none"> 1. Shem settled in the southwestern part of Asia, and was the ancestor of the Hebrew, Arab, Egyptian, etc. 2. Japhet was the founder of the great European family; his descendants spread from India westward over Europe. 3. Ham wandered into Africa and became the ancestor of the Negro. |
|------------------|--|

Show the children that this dispersion did not occur immediately. Noah and his sons very likely settled in Armenia and tilled the soil. Probably, years after the flood, from necessity they journeyed eastward, prospered, and began to build the tower, of Babel, "whose top should reach to heaven," and "the whole earth was as yet of one language and one speech." Then came the "Confusion of Speech," and, "Jehovah scattered them abroad from thence upon the face of all the earth, and they left off to build the city." Let the children find Babylon on their maps, the Greek word for Babel. Show the pupils how these people wandered away, when they could no longer understand one another. Some traveled east, hence the Mongolian; others crossed the Behring strait, into North America, hence the Indian; some wandered southeast into the Malay peninsula and to Oceanica, hence the Malay race, others went to the southwest into Africa, hence the Negro, and yet others wandered to the west and settled Europe, hence the Caucasian. This is not difficult to understand if we but remember, what great changes, both mentally and physically, people undergo when the conditions and environments of life change but slightly. This is also true of animals, for sheep taken to a hot climate change their wool to soft, fine, silken hair. What wonder, then, that in time the characteristics of a race change!

Language.—A lesson here on language is very appropriate, and your pupils will be delighted at an insight into the building up of a language. A savage people have but few words, as they have but few wants. (Query)—What are the wants of a savage people?

First comes the noun or name word, then the verb to express action of the noun, then comes the adjective and adverb, to describe noun and verb. One word suggests another, and one word is evolved from another. The word bar from the Anglo-Saxon byrg-an, to defend, will beautifully illustrate to your class the evolution of a word.

Bar, a defense.

Bar-n, a building in which grain is defended or stored.

Bar-on, a defenseful man.

Bar-k, the defenseful covering of the tree.

Bar-k, the defenseful warning of the dog.

Bar-k, the boat that defends us from the water.

Bar-gain, an agreement by which one is defended from loss.

Bar-rack, a defenseful building.

Change the word bar slightly and we get the word bur, from which comes the word bur-row, to make a hole in the ground for defense.

Bur-gh, a defended city.

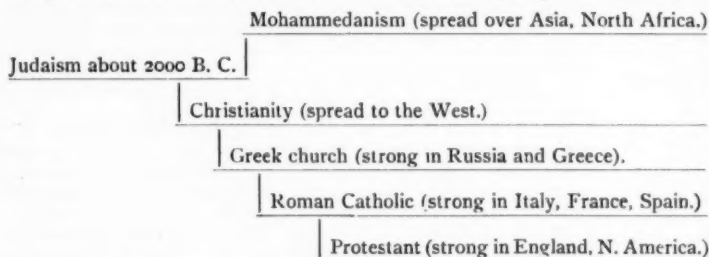
Bur-ton, a defended town.

Although, to-day, the languages used are many and varied, yet, the latest researches indicate that at one time but one tongue was used. What it was we know not, but it is to Asia we must go for the foundation of our own tongue. Get the children to look up the subject of languages. Get all the thought out of and into a lesson that is possible. Follow up every train of thought even if it is beyond your pupils at their present age, for some day it will all come back to them, and they will then understand all the better and be anxious to investigate farther.

Religion.—This subject should receive particular attention, as Asia was not only the birthplace of the human race, but also of the five leading religions of the world. Children can understand, no matter to what sect they belong, that just as they feel the need of the care and guidance of their father, so the adult of every nation and clime longs for a father. To the Hebrew it was first given to know the one true Supreme Being.

Place the following diagram on the blackboard:

Tell the children that Abraham had two sons, Isaac and Ishmael. Isaac, whose mother was Sarah, became the founder of the great Hebrew race or Judaism, from which, about 2,000 years



afterward, Christ sprang and founded Christianity; and Ishmael, whose mother was Hagar, the Egyptian, became the founder of the great Arabian family, from which sprang the prophet Mohammed, 540 A. D. So that from the patriarch Abraham came the three great monotheistic religions.

This subject affords not only a chance to learn of the religions of the world, but to instill a broad tolerance of all religions, and a respect for the opinions and rights of others, when they differ from our own. Especially, when it is understood how the different denominations came about. Perhaps the simplest way is to tell them that the Greek church is the oldest in Christendom, then gradually, forms and ceremonies erept in and those who liked these additions separated and formed the Roman Catholic Church. About the 16th century occurred the great Reformation, when those who did not agree with the teachings of the Roman church withdrew, and became the Protestants of to-day with their many denominations, and these are mainly, that those who wish to observe some particular form of church government may meet together, hence we have the Methodist, Presbyterian, etc. All Christianity has for its center Christ, therefore the form observed is of little consequence.

After the continent has been studied in detail, it is an excellent plan to review, by comparing one continent with another.

	ASIA.	AFRICA.
1. Shape	Terminates in three points	In one point
2. Size	Largest continent	Second continent
3. Position	Mainly in North temperate zone	Torrid
4. Coast	Very irregular—many good harbors	Regular—few harbors
5. Surface	Many lofty plateaus traversed by many high mt. chains	One vast low plateau bordered by 4 low mt. chains
6. Plains	Many and immense	Few and small
7. Rivers	Many and long, and many of these of importance historically	Only four large rivers and but one historical—the Nile
8. Islands	Many large islands	But few
9. Climate	Hottest to coldest	Hot
10. Vegetation	Every kind	Tropical
11. Cities	Many large commercial and historical	But few
12. Seat of	Many old and powerful empires	But one—Egyptian
13. Birthplace	Of the human race	Of civilization
14. Religion	Birthplace of true religion—one God.	Many heathen gods

After the continent of Asia has been studied as a whole, the important countries should be studied in detail.

Call the attention of the children to the land that lies between the Mediterranean sea and the Persian gulf, part of which is now known as *Asiatic Turkey*. This land cannot receive too much attention, as here were the seats of the great empires of Media, Babylonia, Assyria, and Syria, which were all united by Cyrus

the Great, and became part of the Persian empire. Compare this country to-day with its ancient glories, upon which recent excavations at Ninevah have thrown much light, and, particularly valuable are the clay tablets which contain the history of the people. The children will be much interested in a people who preserved their writings by baking them.

Do not neglect Jerusalem, the chief city of Palestine, and the Jews, as no nation is so rich in history, as these people without a country to call their own. Notice the strong hereditary character of the Jew, how even to-day he clings to the old language, custom, literature, and traditions of his race. Have the pupils look up the Jew in Egypt, in Spain, in Germany, and in France; this will be found to be but a series of persecutions. To the credit of America, let it be known, that we, as a nation, have been free from this vice of race hatred.

Arabia.—The children are in a measure familiar with this stony, sterile land, the birthplace of Mohammed. They should also know that from the Arabs we get our numerals, decimal notation, and many scientific terms, that Muscat is the hottest city on the globe, that Mocha is noted for its coffee, that the Arabian horse is the finest in the world, and that from this land came the famous fairy tales, "The Arabian Nights."

India.—The land of the tiger and the elephant. Rudyard Kipling's "Jungle Book," will interest any child in this strange land of "Brahma." Our own language is chiefly derived from the Sanskrit, the ancient tongue of India. Require the children to look up the British in India, and the Sepoy rebellion, and the great commercial value of India to Great Britain. Trace out the principal caravan routes between India and western Asia through Afghanistan and Beluchistan. These desert countries guard the entrance to India from the northwest. Ask the children to read "Zigzag Journeys in India," by H. Butterworth, also "Boy Travelers; Journey to Ceylon and India," by Knox; also read to the class selections from "Lalla Rookh."

China.—Just at present the children are interested in this land from the war now in progress with Japan. By talking of the many peculiarities of the Chinese, you will help them to understand why these people are losing so heavily in the present war. Ask the children to read "Marco Polo," by Towle. They will be greatly interested in this European adventurer, who, during the 13th century visited this strange land. Require the children to look up the early history of the Chinese; the great famines that have visited China, especially, during the 14th century, when thirteen millions died from starvation; the wonderful wall built to keep out the Tartars; the grand canal, 650 miles long; and their early inventions of gunpowder, etc.

Japan.—The island empire—the nation of forty millions who are whipping four hundred millions, interests any intelligent child. Let the children compare the two nations. In early times the Japanese borrowed much from the Chinese. It is only during the last forty years that Japan has advanced so far beyond her neighbor. With the opening of her ports to the United States Japan has prospered wonderfully, and is in every respect superior to China. In view of the recent great naval victories let the children discuss the question, "The Power that rules the sea rules the world."

Ask the children to read the Story of Japan, by David Murray—it is not only instructive but entertaining.

If upon the conclusion of the study of this continent, the class is allowed to celebrate the subject by setting one day aside to be known as Asia day, Asia will be long remembered. An account of an Asia day was given in THE INSTITUTE for September, 1894.

The First Year With Number. III.

By ELLEN E. KENYON.

The number five has been studied in the four easiest of its relations to each of the numbers less than itself. Some progress has also been made in the study of partition. The children, when told to make fourths, now lay their sticks in four piles; they make three divisions in response to an order for thirds, etc. This, however, does not enable them to deal with the fractional expressions that occur in many of the tables upon which they are working, as $3 \times 1\frac{1}{2} = 5$.

The cases of multiplication and division, in the tables within the study of five, that do not require a knowledge of partition are $2 \times 2 = 4$ (in the table comparing 4 with 2), $1 \times 4 = 4$ (in the table measuring 4 by 1), $1 \times 5 = 5$ (in the table comparing 5 with 1), and the corresponding facts in the same tables, $4 \div 2 = 2$, $4 \div 1 = 4$, and $5 \div 1 = 5$.

The best oral expression for the multiplication sign is, *Two taken twice is four; one taken four times is four; etc.* This expression is very easily developed. "Take two shells; take two again; take two again. How many times did you take two?"

The child learns to say, "I took two three times," etc. The questions naturally follow, "How many times must you take one to have four? Two to have six?" etc., and the answers, "One taken four times makes four. Two taken twice is four" may now go toward the completion of their respective tables. (The hypercritical have attacked the "taken times" reading of the multiplication sign, but their objections are vain in practice, and this is really the only reading that leads the child in the right direction.)

The best expression for the division sign is *contains*. *Four contains two twice; five contains one five times*, etc. This word is picked up very quickly and intelligently by the children if it is used without fussy explanation. "How many gills will the pint measure contain? How many things does your pencil-box contain? Lay your sticks in twos. How many twos does your number contain? How many twos are contained in six? Four contains how many twos," etc. Do not define the word. Use it and after thus familiarizing the child's ear with it, require its use in his replies.

In the table measuring five by four we arrive at the statements $4 \times 1\frac{1}{4} = 5$ and $5 \div 4 = 1\frac{1}{4}$. The second of these may be read, "Five contains four once and one over," and the denominator of the fraction may be dispensed with. Thus the following may be added to their several tables: $5 \div 4 = 1\frac{1}{4}$, $5 \div 3 = 1\frac{2}{3}$, $5 \div 2 = 2\frac{1}{2}$, $4 \div 3 = 1\frac{1}{3}$, etc. The pupil discovers that five will make one four and have one left toward the making of a second four, and expresses the remainder as "one left over," or "one over."

The fractional expressions following the multiplication sign, ($4 \times 1\frac{1}{4} = 5$) can be dealt with similarly if the teacher is ambitious to complete the tables. "Four taken once and one more make five. Two taken twice and one make five," etc. There is an advantage in covering the entire ground of questioning as early in the year as can be done without hurrying the child's understanding, in that, once the routine of examination is established, the child begins to develop a consciousness of this completed table as a whole and as all there is of inquiry regarding each new number in its turn. This schedule of questions thus fixed in his mind, he becomes his own guide in the future study of pure number, and the teacher has only to ask, "What are we to do to-day?" The class replies, "Measure seven by four and make examples for all the measurements," and sets to work. Although the average class will not reach this stage of the work until the sixth month, it is well for the teacher to have it in view from a much earlier date. ("Examples for all the measurements" cannot be made at first. Addition and subtraction are more easily illustrated than the other rules.)

Question No. 5 in each table requires a knowledge of partition, but even here the difficulty is graded. "Two is what part of four?" can be answered early in the study of partition. Soon after, the pupil is ready to complete two more tables with the statements, " $1 = \frac{1}{2}$ of 2," " $1 = \frac{1}{3}$ of 3," and during the third month he will develop the ability to handle plural numerators and complete the tables containing " $4 = \frac{2}{3}$ of 6," " $3 = \frac{2}{3}$ of 6," " $2 = \frac{2}{3}$ of 6," " $3 = \frac{3}{4}$ of 4," " $2 = \frac{3}{4}$ of 4."

Let him now, for practice in table-making, produce (always experimenting with counters for his facts) all the tables complete from 5 measured by 4, down to 2 measured by 1, which latter will yield:

$1 + ? = 2$	$1 + 1 = 2$
$2 - 1 = ?$	$2 - 1 = 1$
$1 \times ? = 2$	$1 \times 2 = 2$
$2 \div 1 = ?$	$2 \div 1 = 2$
$2 = ?$ more than 1	$2 = 1$ more than 1
$1 = ?$ less than 2	$1 = 1$ less than 2

This with the language drill entailed and the work in partition, will be enough of pure number study for the third month. Meanwhile, the applications of number go on in the "story-telling," the illustrations by pictures, the study of objects for their numerical elements and relations, etc. The children may now make all the stories for plus and minus statements. The teacher must make those for multiplication, division, and partition, and must be very patient with the slow growth of the children's power to construct such examples.

1. A little boy had three pockets and two marbles in each. That made six, because two taken three times is six. 2. A man had six birds and he wanted to put them two in a cage. He had to have three cages, because six contains two three times. 3. A lady had six apple tarts and she wished to give two to each of her children. Each child received one-third of all the tarts, because two is one-third of six. (a) These illustrations should at first be given in problem form and the answers alone required. (b) The children should be required to give the answer and then tell the story. (c) They should be required to make their own stories. This may not be possible in these more difficult applications until the fifth, sixth, or even the seventh month.

As to partition, twelve is the best number to work with, because it gives even halves, thirds, fourths, and sixths. The children need not at first know they are working with twelve, but may be allowed to find it out as soon as they like. Instruct as follows:

"Make halves. How many piles must there be? How many shells have you in each pile?" "Put the halves together." "Make

thirds. How many thirds? How many shells in each third?" etc. After some one has discovered that the whole number is twelve, the questioning at the close of the lesson, counters being laid away, may test the memory. "How many had we altogether," "When we made thirds, how many were in each pile? When we made halves? Fourths? Sixths?" Do not yet ask "What is one third of twelve?"

After the range of twelve has permitted the growth of the idea that parts are named according to the number of parts, and that, in order to have these names they must be equal, the lesser numbers may be handled. Divide ten into halves and fifths, but do not memorize one half of ten or one fifth of ten. Take five next and divide into fifths. This develops that *One is one fifth of five*, a fact within the pupils' range of closer study and to be entered immediately in its appropriate table.

Eight yields halves, fourths, and eighths. Seven yields only sevenths, by even division. Six gives halves, thirds, and sixths. Five, only fifths. Four, halves, and fourths. Three, thirds, and two, only halves.

This range of numbers from twelve down to two now becomes a familiar play-ground for practice in finding fractional parts. "Take two thirds of your nine away from the other third. How many in the two thirds? How many in the one third?" When it is thus found that four fifths of five is four, the converse statement, "Four is four fifths of five" is easily elicited. Give the written form, $\frac{4}{5}$, and have the fact tabled.

The busy work already recommended may be continued. Let measurement of objects and of spaces in room and play-ground, by inches, feet, and yards proceed.

A recreative and exceedingly brightening, and effective exercise in number is playing store. Let the children make their own paper money. Old cards with one blank side may be cut, for busy work into circles, a cent, half-dime, and dime being used as patterns. The best writers may mark these with 1, 5, and 10. Such "money" answers every purpose of the store-made article. The children may make or otherwise contribute the articles to be bought and sold. In some cases the name of the article may be written on a slip of paper and it may be understood that "the boy will deliver it." The store-keepers must have a plentiful supply of small change. Let one row of children play parents and, talking across the aisle, send the next row to the store for some purchase. To expedite matters, there may be more than one store. The little errand doers having returned to their seats each tells in turn what he bought, at what price, what money he gave the merchant, and what change he received. The parent then tells whether the errand was done correctly. The "parents" in one exercise may be the purchasers in the next. An exercise like this on a rainy day makes the absentees, when they hear of it, wish they had attended school. It is adapted for rainy days too, in being an exercise somewhat too lengthy to be often engaged in by an entire class, and in dealing with number irregularly rather than with the given set of number facts that properly make the subject matter of any ordinary day's staple lesson in this branch. Four or five times in the term, however, this profitable treat may be given to a full attendance of pupils.

Ethics of Current Event Teaching.

Teachers of literature well know that the way to have pupils avoid the trashy, sensational kind is to furnish them with wholesome and interesting books. In that way their tastes are so educated that they will not care for books of an inferior quality. Now everyone knows that the Americans are a nation of newspaper readers. Everywhere, when traveling, one will see men and women poring over the pages of papers. What kind of papers shall the future citizen read? Shall they be of the sensational kind or not? The teacher has it largely in his power to determine what the character of the future newspaper shall be. If the pupil is trained to read the newspapers with discrimination this will react on the newspapers, and they will improve. It will be seen that, indirectly, the subject has an ethical side. Viewed from this standpoint how great the importance of current event teaching becomes!

In OUR TIMES will be found the real news of the world (not the murders, scandals, etc.); the matter presented will make up, to a large extent, the future histories when they shall be written. An intelligent study of these events will make the pupil feel that what is going on in Rome now is just as much history as what occurred there two thousand years ago. In comparison with such great events the gossip of his immediate locality will appear as it is—mean and trivial.

The teacher using this paper has a grand opportunity, not only of broadening his pupils' views, but of directly inculcating moral lessons. If the life of Caesar has its lessons, have not the lives of the great men of our day? In the study of events the pupils can be led to express their views as to whether certain acts of individuals or nations are right or wrong. The subject of current events is rich in possibilities. The live teacher does not need to have them pointed out in detail.

Editorial Notes.

In London a controversy has been raging for the past year, some wishing the teacher to be required to give definite Christian instruction. Mr. Gladstone has written a letter in which he says: "I believe that the piety, prudence, and kindness of the teacher may do a great deal in conveying the cardinal truths of your divine religion to the minds of pupils without causing them to stumble on what may be termed denominational difficulties."

The papers last summer gave an instance of a school composed of boys mostly under sixteen years of age that was deserted on a day when a football game was played. There is altogether too much talk about football; one would think it more important than tariff or finance. The importance it gets comes from the everlasting talk. In Pittsburg it appears the Catholic priests are forbidden to attend these games. It is a just and righteous order. Now let people find something else to talk about. Let the teacher talk about something else. A certain high school principal five years ago thought he would make his popular by getting up a football craze; he got up the craze easily enough, but the boys that were attracted did not study. Said principal was asked to resign. In like manner a preacher in Pennsylvania, finding it difficult to assemble the people, took a violin into the pulpit; he too lasted but a short time. The football craze is in the direct way of the progress of our schools.

"If I could only prevent the noise in my school," said a fine looking man who had charge of a two-department school in a shoe manufacturing town. The fact that this was the stumbling block disclosed the man's conception of education. Is quiet the means or result of education? So long as a man labors for quiet as an end in itself so long will he fail of any great achievement. No man who was a great success in quietness as an end ever accomplished much as a teacher. Why do I want the children to be still? is a good question to think upon.

What shall the pupil do when he is got into the school? This is an important question, now that New York has decided to force the children to go to school. It was once thought that reading, writing, and number were not only the main things but were to be the only things. It is in the memory of teachers yet in the school-rooms of this city that a young child would be called up twice a day to say the alphabet; the rest of the time he was to sit still. By and by he could read in the first reader, though for a long time there was none; he was then called up to read twice a day, also to spell, and so the working out of the three-R education went on.

There are those who profess to think the three R's the main thing now, but what a change has taken place in teaching them. The child does not learn the alphabet at all; he is busy all the time; he has reading, and several readers are put before him; he has writing, and copies words; he has numbers, and objects are in his hands. To help him in all these he draws, molds sand and clay. In fact, it may be said that, while ostensibly the three R's are aimed at, the real aim is the child himself. *The three R's are used to develop the child.*

Every educated man loves Greece, owes gratitude to Greece. Greece was the lifter-up to the nations of the banner of art and science, as Israel was the lifter-up of the banner of righteousness. Now the world cannot do without art and science. And the lifter-up of the banner of art and science was naturally much occupied with them, and conduct was a plain and homely matter. And this brilliant Greece perished for lack of attention to *conduct*, for want of conduct, steadiness, character. Nay, and the victorious revelation now, even men in this age when more of beauty and more of knowledge are so much needed, and knowledge at any rate is so highly esteemed—the revelation which rules the world even now is not Greece's revelation, but Judea's; not the pre-eminence of art and science, but the pre-eminence of righteousness.—*Matthew Arnold.*

The world is apt to underrate the heroes who fought and suffered for the ennobling of humanity. It makes much of statesmen and warriors, but cares little for the achievements of educators. And yet it is to its educators it owes its civilization, its greatness, and nobility. A more enlightened generation will do greater justice to them. The history of the future will be the history of the real progress of mankind and that is the history of education. Instead of memorizing the names and recounting the doings of presidents, kings, generals, and statesmen the children in the schools will listen to the self-sacrificing labors of the men and women who labored for the advancement of the true interests of humanity.

It appears that President Draper of the Illinois state university, addressed the Principals' Association in Chicago and only one member of the board of education was present—this was a lady. *Intelligence* comments on the fact vigorously, and as we think, justly. They will plead business as the excuse, and so does the lawyer and the doctor in the country village; so they all do where school matters are didactically discussed. But let there be a political meeting in his ward and the member will be there. This means that he looks on the management of the schools as a business that does not command his highest and strongest effort. We refer to this because a great effort is to be undertaken to get the right men into school boards.

"The public school in a republic means that in their early life children of all classes, of all nationalities, of all sects, of rich and poor alike, children of both sexes, shall work together under the highest and best conditions in one community for from eight to twelve years; that they shall have teachers who are trained in the art of all arts—the art of teaching; that in the school, before prejudice has entered their childish souls, before hate has become fixed, before mistrust has become a habit; they shall have influences surrounding them that shall lead to the best work with the best motive of mutual assistance."—*Col. Parker in "Talks on Pedagogics."*

It is better not to have any school exhibit at all than to deceive people by smuggling in things that do not represent the actual class work of children. A city that never had manual training taught in the schools gives annual displays at which two-thirds of the work shown consists of wooden objects labeled as "samples of children's work."

A principal of a normal school was visited by an agent and to the request that he take THE SCHOOL JOURNAL he gave the following unique reply: "I am too busy to read an educational paper;—takes it and puts it in the reading-room. I get tired of education and don't want to have a book or paper relating to it around."

This is about equal to the remark attributed to a clergyman who, on retiring to his study after delivering his last sermon before the summer vacation, said "Thank God I shan't have to preach or pray for six weeks."

When a town, city, or state wants no teacher but such as are raised on the spot, it has reached the lowest point. Nor does it make any difference if that town, city, or state runs a normal school. Such smallness of thought imitates China. No teacher will be asked, Where did you come from? by a wise school board. Will the North say, We don't eat Florida oranges because we don't raise them?

"It takes time for ideas to soak in," says Josh Billings. It has taken a long time to find out that the study of formal grammar was unfitted for elementary school children. It was once thought to be just the thing and the great thing. Supt. Brooks, of Philadelphia strongly advocates the postponement of technical grammar to a late period in the grammar school course; and that there be substituted for it practical exercises in the use of both oral and written language. This would lead to the attainment of a much more accurate knowledge and use of the English language than any instruction that could possibly be imparted by the study of the abstract principles of grammar.

Butler City, Pa., a town of from eight to ten thousand inhabitants, is in the oil region. It has only a few teachers, but under the leadership of Supt. Ezra Mackey they are alive; every one takes a weekly educational journal; besides almost every educational paper published in this country and Europe is found in the reading-room. It is the practice of the teachers to buy an educational book every year and read it. As there are teachers who say they have no time to read even one educational monthly, it is a question how the teachers of Butler manage to accomplish so much. The superior work done here shows that their reading is not in vain.

I was reluctantly obliged to decline the urgent invitation to attend the meeting at Galveston, Dec. 23. The opportunity to meet together the Southern friends I have met during the past ten years in the schools was a tempting one; but the pressure of editorial work in the first part of the year is very great. All the plans for '95 and '96 are made at this time. But the occasion has been as letters show a delightful one. The schoolmaster abroad generally enjoys himself.

A. M. K.

Leading Events of the Week.

The Japanese fleet is reported to be cruising in the vicinity of the Shantung promontory. China has no funds with which to reorganize the army, and is negotiating with Europeans for money and munitions of war. A state of anarchy exists at Mukden; Chinese and Manchu soldiers have had several bloody fights, and the inhabitants have been treated barbarously by the army. Liu Kun Yi, the successor of Li Hung Chang in supreme command of the army, has postponed going to the front, feigning illness. It is believed that he wants to be appointed peace commissioner to Japan.

In answer to the question raised in the senate concerning his attitude in Hawaiian affairs, President Cleveland sent a communication. He described the visit of a committee of Royalists and gave his reply to their question whether there was any hope of his doing anything for the restoration of the monarchy. He admitted that he undertook the task of restoration, but that his plans failed, and that nothing can now be done to restore any government hitherto existing in the Hawaiian islands.

More than 20,000 prisoners will be benefited by the czar's amnesty; many of them have already been liberated.—Emperor William decorates Count von Waldersee with the Order of the Black Eagle.—Twenty-seven Spanish anarchists who were imprisoned during the dynamite campaign at Barcelona are released and leave the city.—It is announced that Russia will settle the Pamir question in a peaceful manner.—Serious disturbances reported at Apia: no attempt has been made to collect the year's taxes.—The International Arbitration Society wants peaceful relations restored between England and Venezuela.—Arrangements are making for a daily mail service between Southampton and New York.—Senator Hill dines with President Cleveland at the White House.—Great suffering among the people of Newfoundland.—The vigilance committee of Sacramento notify the tramps and roughs to go elsewhere.—According to a schedule furnished the surrogate of New York, Jay Gould left property valued at \$80,000,000.—The Democratic house caucus adopts the Carlisle currency bill by a vote of 81 to 59, but it is beaten in the house.



D. R. Augsburg.

By A. L. R.

D. R. Augsburg, who is well-known to the readers of THE SCHOOL JOURNAL by his articles on drawing, was born at Theresa, N. Y., March 31, 1860. He was graduated from the Syracuse university in the class of '84, and taught for three years in the Keystone state normal school of Pennsylvania. For two years he was institute instructor of the state of New York, and for the past three years he has held the office of supervisor of drawing in the Salt Lake City public schools. Mr. Augsburg's educational creed, to judge from his articles and lectures, is:

1. That body training, mind training, and soul training constitute the sum total of education and should be taught co-ordinately.

2. That number, language, drawing, and music are the fundamental studies for mind training and should be co-ordinated.

3. That drawing can be taught and learned as easily and effectively as number or language.

4. That drawing, in order to be successful, must be used extensively outside of the drawing class.

5. That pictorial drawing is the basis of constructive and decorative drawing and should precede them.

6. That the proper way to learn how to draw is to draw.

As regards methods of teaching, he believes in the following:

1. The cube, the cylinder, and the triangular prism may be made the basis of all form.

2. Use the model to explain the drawing: use the drawing to explain the model.

3. Each point taught on the model must be made plain in the drawing: each point taught in the drawing must be made plain on the model.

4. The principle is best gained through problems, the method through copying, and the power to draw through object drawing.

5. The third dimension, that is distance away in a drawing, is best taught by means of the center of vision and horizontal receding lines.

6. Drawings should be made with reference to the level of the eye which is marked by the horizon line.

Mr. Augsburg is the author of "Drawing Simplified," a two-book system of drawing; "Easy Things to Draw;" "Easy Drawings for the Geography Class;" Drawing cards, etc.

He has done considerable original investigation in the following lines:

1. What children see. 2. Methods of teaching drawing based on child study. 3. Color from the child's standpoint.

The "Fort Smith, Ark., School News" is a very live little paper. It advocates "free trade when it comes to the selection of teachers," a refreshing contrast to places that select teachers "grown at home, because grown at home." It also campaigns "against cigarette smoking." (Against smoking by teachers also?) Supt. Holloway is to be congratulated on the educational energy that is shown in this little sheet to exist in Fort Smith.

Mr. Geo. T. Angell says: "Nearly all the criminals of the future, the thieves, burglars, incendiaries, and murderers are now in our public schools, and with them the greater criminals who commit national crimes. They are in our public schools now, and we are educating them. We may put into their little hands, as first toys, whips, guns, and swords, or may teach them, as the Quakers do, that war and cruelty are crimes. We may teach them to shoot the little song bird in springtime, with its nest full of young, or we may teach them to feed the bird and spare its nest. We may go into the schools now with book, picture, song, and story, and make neglected boys merciful, or we may let them

drift, until, as men, they become sufficiently lawless and cruel to throw our railway trains off the track, place dynamite under our dwelling houses or public buildings, assassinate our president, burn half our city, or involve the nation in civil war." If the little bird is not killed, how can he be used as an adornment on the school ma'am's hat.

The superintendents and principals of Western Pennsylvania and Eastern Ohio, will have a round table meeting at Allegheny, Pa., Jan. 31, and Feb. 1 and 2. A rich program has been prepared. The following are among the subjects to be discussed:

"What General Changes, if any, should be made in our Course of Study below the High School?" by Prof. Geo. F. Jewett, Prin. Rayan school, Youngstown, O.—Discussion opened by Supt. Geo. J. Luckey, Pittsburg.

"Should Special Teachers be employed for work below the High School?" by Supt. J. C. Kendall, Homestead, Pa.—Discussion, Supt. John Morrow, Allegheny, Pa.

"The Township High School"—(1.) "How it can be Secured," by Supt. J. M. Watson, Lawrence Co., Pa. (2.) "The Course of Study," by Prof. G. H. Lamb, Youngstown, O. (3.) "The Teachers and their Qualifications,"—Discussion, Rev. Geo. L. Hamm, Prin. N. Braddock High School, Pa.

Report of Committee on School Reading—(1.) "The Pratt System," by Supt. F. Treudley, Youngstown, O.; (2.) "The Fundenberg System," by Supt. W. J. Shearer, New Castle, Pa.; (3.) "Principles vs. Systems," by Supt. S. D. Sanor, East Liverpool, O.

"The Artistic Touch in Teaching," by Supt. Lewis H. Jones, Cleveland, Ohio.

"The Duty of the Citizen to the Public School," by Hon. O. T. Corson, Com. of Education, Ohio.

"Manual Training," by Dr. N. C. Schaeffer, State Supt. of Public Instruction.

Report of Outlook Committee, by Supt. E. Mackey, Butler, Pa. "What may a Superintendent reasonably expect of his Teachers as to Professional Study and Professional Spirit?" by Supt. C. A. Babcock, Oil City, Pa.—Discussion opened by Supt. Jones, Cleveland, Ohio.

"How to Test the Quality of a Teacher's Work," by Supt. H. N. Mertz, Steubenville, Ohio.—Discussion, Com. O. T. Corson, Ohio.

One mass meeting has been arranged at which addresses will be delivered by Supt. Jones, State Com. Corson, and State Supt. Schaeffer. The subjects have been given above. President Lewis McMullen, of the Board of Controllers, Allegheny, will preside on this occasion. Music will be furnished by the Mandolin Club of the Western University of Pennsylvania.

The New York and Florida Short Line, comprising the Pennsylvania Railroad, Southern Railway (Piedmont Air Line), and Florida Central and Peninsular Railroad, now runs a fast train daily between New York and Florida. It will be known as the "Florida Limited," composed of Pullman's latest dining and sleeping cars. The train will leave this city at 3:20 P.M. daily, and will reach Jacksonville the following evening at 7 o'clock and St. Augustine at 8:15. The new schedule reduces the time by nearly two hours over the previous running time. This is a part of the splendid Florida Central and Peninsular Railroad that reaches across the state both ways—east and west. Those going to Florida should take the Short Line via Columbia and Savannah. It is well equipped in every way.

Brooklyn, N. Y.

One of the most impressive and profitable addresses ever made before the Girls' high school, of Brooklyn, was given by Dr. Wm. H. Maxwell, superintendent of schools in that city, at the regular weekly gathering of the pupils Monday morning, January 7.

Apropos of his personal examination of hundreds of papers submitted by candidates for the highest positions in the schools, he spoke eloquently upon the art of studying, a subject upon which no book, so far, has been written, large as is the range of pedagogical literature. Many of these examination papers proved that the writers had learned Sully's Psychology so by heart, that they could have reproduced the book if every copy had been destroyed, yet their knowledge of Sully was far from satisfactory. He claimed that vastly better than any effort of memory was the effort to understand. The thing understood will he remembered.

De Quincey's classification of the literature of knowledge and the literature of power was referred to and eloquently elaborated, and a statement made of the various devices to which students resort in order to increase their power of memory and facility of expression. Demosthenes, in addition to his practice upon the seashore with pebbles in his mouth to overcome his defects of speech, copied Thucydides' famous history of the Peloponnesian war eight times in order to acquire grace of style. No man ever lived who was more completely self-taught than Napoleon Bonaparte, and he accomplished much for himself by making elaborate abstracts of the great masterpieces of literature. The practice of making such abstracts was spoken of at length and highly commended.

The speaker drew a most beautiful and pathetic picture of the death of Stevenson in far-off Samoa, declaring that no man had ever done so much with so poor an equipment, his success being due to the fact that he was relentless in his criticism of his own work, never suffering a single mistake to pass. It was above all other things this patient, critical faculty which made the late



FAIRMONT (WEST VIRGINIA) STATE NORMAL SCHOOL.

Robert Louis Stevenson one of the greatest masters of style that this century has produced.

This close criticism of one's own work—even to the smallest thing done—was especially recommended. *Apropos* of the remark of the Disagreeable Man in "Ships that Pass in the Night," "If you read less, you will know more," the pupils were reminded of the great truth that it is not enough in these modern times to read books. Things as well as books are to be studied, and as Bacon said, "to spend too much time over books is sloth." The practice is conducive to mind wandering. Books to every one, as well as to the hero of Locksley Hall, become "miserable," when too-long pored over. One should be master, not slave of books.

A strong plea was made for wise economy of effort in study, few hours with close attention giving far better results than the mere spending of a vast amount of time. Good honest hard work, conscientiously done, will always bring at least one reward. "Into each life some rain must fall. Some days must be dark and dreary," but no darkness can completely over-shadow, no calamity entirely break down, those who have made companionship with the great spirits of literature.

No matter how poor or lonely one may be, he has by such study laid up for himself a treasure which will not only continue but increase.

C. B. Le Row.

New York City.

The City Vigilance League is looking after the schools. At a meeting, Miss Grace Dodge, an ex-school commissioner, said New York is far behind the age in its public school system. Fourteen per cent. of the taxes collected is expended for educational purposes, whereas Chicago spends nearly 45 per cent. of its taxes on its schools, and of the other large cities only two fell below New York. Mrs. Amy L. Scudamore said the crowding of the schools is the greatest menace to health. School buildings should be on corners, in order that the pupils may have plenty of light and air. Good desks and suitable playground and gymnasium facilities are also necessary to good health. A periodical medical inspection of the public schools is needed.

Dr. Lyman Abbott then spoke briefly on teachers and teaching, and Miss Angelina Brooks closed the meeting with a paper on the kindergarten method.

The expenditure of five millions by the city of New York to carry on its public schools for one year is commented upon by the newspapers, but not unfavorably; the proviso is added, not too much if properly spent. This recalls a similar utterance by THE SCHOOL JOURNAL when the expenditure was three and a half millions. How to spend money justly for schools is not easy for a corporation. The one thing needful is teachers who can teach—not merely communicate knowledge. How to secure these when wily, adroit, and unscrupulous politicians are at hand and as soon as a vacancy occurs pop in their candidate is really difficult. It is probable there will be a re-casting of the methods of appointment.

State Teachers' Association Meetings.

Wisconsin.



WISCONSIN teachers know how to prepare a thoroughly helpful program for their annual gathering. The forty-second annual session, recently held at Madison, was devoted to the discussion of some of the most important of the educational problems of the present. All stale and lifeless subjects were excluded. Following the lead of Illinois a successful beginning was made with the organization of a school board convention in connection with the teachers' meeting. The school board people entered upon the work with an enthusiasm that promises well for the future of Wisconsin's schools.

EDUCATIONAL PROBLEMS OF THE PRESENT.

The annual address of President R. B. Dudgeon was strong and inspiring. In a review of the history and functions of the association he pointed out that the work had kept, and must continue to keep, pace with the educational needs of the state. The first period, from 1853 to about 1861, was one of organization, efforts being mainly directed toward arousing interest and stimulating zeal in educational matters. With the second, appropriately termed the institute period, from 1861 to 1873, came a clearer realization of educational needs and a more intelligent adaptation of means to ends. New demands upon the association came from two directions—one from the school-room along the line of methods and management, the other from the supervisory powers along the line of administration. A division of work was necessary, and the third period was marked by the holding of two sessions, one devoted to the discussion of supervisory and administrative questions, and another to school-room methods and general principles of education. As the interest in the annual meetings increased, branch associations were formed in different sections of the state through which effective work is being done.

Dwelling on the present and future functions of the association President Dudgeon made some statements that are well worth the careful consideration of teachers who wish to keep abreast of the times. [An abstract of this part of the address is given in another column of this number.] He urged particularly that the claims of child study should receive attention. "Before the teacher should endeavor to say what the child should be taught," he said, "a careful examination of the lives and the characters of children should be studied. The work should be increased or decreased in proportion to the physical abilities of the child. I would suggest that at this meeting a council or committee should be selected whose functions it shall be to work along these lines of practical school work; work whereby the capacity of the student can be determined and the work laid out accordingly."

The president's address was referred to a committee composed of three progressive educational workers: Supt. George W. Peckham, Prof. Albert Salisbury, and Supt. G. G. Williams.

REFORM IN COURSES OF STUDY NEEDED.

Supt. Albert Hardy, of La Crosse, made an eloquent appeal for reform in the common school curricula. His subject, which indicates the purpose of his address, was "Adaptation in Courses of Study and Grading in Departments to Meet Individual Needs." He expressed the belief that children learn more from other children than they do from the teachers. The reason for this is that most schools confine themselves too much to the formal side of the studies. The school should touch and minister to the child on all sides if it is to prepare him for the highest type of noble citizenship. In making the courses of study the groundwork should be true knowledge. Correlation of studies is imperatively demanded.

CORRELATION OF STUDIES.

Whoever was responsible for bringing Miss Sarah L. Arnold, of Minneapolis, to the meeting deserved a special vote of thanks. She has the power of inspiring her hearers and of giving them something along to ponder over and apply in school-room practice. The outline of the plan carried out in the primary departments of the Minneapolis schools which she gave in her address on "Correlation of Studies" found much favor. Part of the year, she said, is devoted almost entirely to nature study and part to the study of language, literature, and history, all of which are of great practical value, and if taught rightly the child will be interested, and that means that he will love the work and study and learn for the fun of it.

Here are a few other points she made:

"Educators seeing a greater end in view for the children, have de-

manded better educational facilities for the children. Fathers and mothers are anxious to have their children better educated than themselves and thus we have a good foundation to work upon. The schools are accused of cramming and of having too many studies. What is the remedy which will bring order out of the chaos? The great end of education is the formation of character and therefore the ends in school work are the achievements which will help toward this end. The essential, therefore, is the study of life; anything which teaches the child to comprehend these laws.

"The life of nature is everywhere about us and has its great and grand lessons. What we want is to help the child to get the right kind of experience. How can the child study nature? By observation. He can be taught to use his eyes. The child must be taught to read because he thus gets the experience which others have gathered up for him. This is the reason we have reading in the schools. We are just beginning to realize what that great end of education is."

Miss Emma J. Haney, of Stevens Point normal school, opened the discussion. She emphasized particularly that it is important in teaching that the end be seen in the beginning. A finished, symmetrical plan should be laid out and the successful teacher will adhere to this plan. "The primary teacher," she urged, "should be a woman of the broadest, widest culture and not one who lacks originality and adaptability."

MANUAL TRAINING.

Miss Coburn, of the Stout manual training school of Menomonie, spoke on "Manual Training." She said in part:

"It was because the boys and girls who attended the little country school at the cross-roads had occasion to observe and see the things of nature in their reality that our forefathers were such strong-minded and able bodied men and women. There has been a revolution, however; villages have become cities and towns villages. We therefore must have a substitute for the green fields and the sloping meadows. This work has been given over to the care of the school.

"We should try to take the work the child likes into the school-room and thus make the boy or girl an observer and train his eye and ear in things which are both beneficial and at the same time enjoyable. If the boys are to go out in the world and enter into pursuits in the machine shop and the carpenter shop and girls are to enter into pursuits of sewing and cooking why should they not be taught when young children in the public schools?

"We trust too much to instinct for the children to learn this manual work. The girls should be allowed freedom from their books for two hours a day to devote to cookery. The making of better mothers, kinder neighbors, and dearer friends is the work which the manual training schools are doing. The plain, homely, and motherly girl is the girl whom we want, the one who has the greatest influence in molding the character of the nation."

Miss Coburn's earnest plea for manual training made many new converts for the cause, and prepared the way for an excellent address by Prof. M. M. Shepherd, instructor in manual training at the Milwaukee east side high school, on "Adaptation of Manual Training to Lower Grades." He made a few statements that may particularly interest THE JOURNAL readers. "Manual work," he said, "should not have any grade restriction, but should continue through the whole school life of the child. Those who have some taste for mechanical life should have the same advantage in school as those whose thoughts tend to a literary channel." After describing the nature of the work he gave some very feasible plans how to go about its commencement.

The discussion of the two addresses was led by Mr. Wesson, of Menomonie.

The effect of the talks on manual training was to some degree noticeable in the increased attention given to the exhibits at the capitol, particularly to the work of the Stout manual training school of Menomonie, of which Mr. J. E. Hoyt is the superintendent. Mr. Stout, after whom the latter school is named, initiated the manual training in Menomonie some years ago. He defrayed the expenses of erecting a special school. At present there are about 500 public school pupils of that city who take the manual training course. In the high school an hour a day is devoted to the work, and forty-five minutes in the elementary schools.

The exhibits of the Wisconsin school for the deaf and dumb, which is under the direction of Mr. J. W. Swiler, and of the Janesville school for the blind also came in for a particular share of admiration of the friends of manual training.

LITERATURE AND READING.

The paper by Miss Mae E. Schreiber, of the Milwaukee normal school, on "Literature and Reading," renewed interest in the teaching of literature in schools. Miss Schreiber said among other good things:

"Educators are beginning to see that the study of literature belongs to all grades; that instead of the reading book the whole field of literature belongs to the child; that instead of reading about authors and studying a text-book on literature, the child must come into direct contact with literature and read for himself. The varied interests of our civilization demand that the man shall have many interests and that he shall read widely. If our common school is to be a factor in this civilization it must meet this condition. Modern literature must have the first place. It is filled with our life and is quick with our blood, and because the child is of it, it is

easiest understood by him. We must create in the child such a love and desire for reading as shall result in the habit of reading.

"The practice in the teaching of literature has been to take some piece of literature and spend much time in analyzing it. To see these teachers at work one might imagine the great productions of literature have lived simply because they furnish fine fields for mental gymnastics. The greatest mistake of this critical reading is that the teacher tries to read into the selection what he feels and knows, forgetting that the child will get very little that he does not bring to it himself. The child can only understand and feel with the assistance of what he has already experienced, felt, and learned."

JESUS, THE IDEAL FOR TEACHERS.

It was the good fortune of the association to secure Rev. Judson Tittsworth, of Milwaukee, for an evening address. His subject was "Responsibility of Teachers for Pupils Outside the School-Room." He pointed to Jesus as the ideal teacher. A few extracts of his address may give an idea of his treatment of the subject. He said:

"In the case of children having good parents and good homes the teacher may safely intermit the larger part of his sense of responsibility for the children while at home or under the parents' care. But even in this case the sense of responsibility ought to be sufficient to lead him to assure himself by personal attention that such is the case. When the influence of parents is sometimes less than wholesome, he cannot do his full duty by the child unless he follows him into his home and continues to labor for the child's best interests. The degree of responsibility increases in the case of children whose parents are vicious or whose homes are schools of evil. The orphan will, of course, appeal to the parent love in the teacher's heart most of all.

"All will grant, I believe, that it is not possible for the teacher to do his best work for the pupil even within the narrow limits of the school-room without analytic knowledge of the pupil's individuality. The teacher must differentiate, and individualize the pupils. His method with each must be a method chosen after particular study of each one's individual characteristics and circumstances. For the child's sake the teacher will have sometimes to work a bit on the parents.

"Let us look on our work in the light of the Great Teacher, Jesus; it is the same work, for the same ends and inspired by the same motives—that is, if we will have it so. If our ideals are what they should be, and devotion to them what it ought to be, we shall look upon the children intrusted to our care in the same light as that in which He saw those for whose sake He consecrated himself. One cannot better suggest the ideal teacher than in describing Jesus and His spirit and method."

"SCHOOL AND PUBLIC LIBRARIES"

was the subject of a paper read by Miss L. E. Stearns, of the Milwaukee public library. "A librarian," she said, "should be as pleased to see a reader coming in to get a book as a merchant would be to see a customer entering his shop." She advocated the organization of a state library commission whose duty and privilege should be to impress upon the people that public libraries are of great educational advantage. There should be, she believed, no age restriction for the use of library books. The children should be reached as well as the adult.

THE NEW STATE SUPERINTENDENT.

While the vote was being taken for the election of officers Hon. J. Q. Emery, the new state superintendent of Wisconsin, in response to the request of the association, gave a brief address. He said that he firmly believed that the association had become a power in the state and that it was doing great good along the lines of educational work. He would endeavor to work harmoniously with them and strive to do all in his power to advance the interests of the teachers and school children of Wisconsin.

SCHOOL FOR FEEBLE-MINDED CHILDREN.

President Salisbury was also called upon for a few remarks. He made use of the opportunity to enlist the interest of the association in the work of securing an appropriation from the legislature for the establishment of a school for feeble-minded children.

A resolution was adopted providing that the same committee which had the matter in charge two years ago again undertake to have a bill providing for such a school passed.

OTHER DISCUSSIONS.

If there was more space several other profitable discussions might be mentioned, for instance, the papers on "The Ethics of the School as Affected by the Character of Penalties," by Supt. C. E. Patzer, of Manitowoc county; on "Simplified Spelling," by Dr. J. W. Stearns, of the state university; on "Elimination of Unprofitable Work in Arithmetic," by President L. D. Harvey, of the Milwaukee normal. But the object has been not so much to give all the names of speakers as to show the quality of work done at the meeting.

NEW OFFICERS.

Professor W. J. Brier, of the River Falls normal school, was elected president. He has been a member of the state association for over twenty years, and has been prominently active in educational work in Wisconsin for many years. The other new officers chosen at this meeting are: Vice-presidents, R. H. Halsey, Oshkosh; H. A. Simonds, Stevens Point; Lillian Rheul, Baraboo; secretary, G. L. Bowman, Superior; treasurer, J. F. Sims, Onalaska; executive committee, R. B. Dudgeon, Madison; Margaret Hasford, Whitewater; D. D. Mayne, Janesville; David Thorne, Beloit; C. D. Kipp, Elkhorn.

(A brief report of the school board convention, and several other notes of interest from the association meeting will be given in next week's issue.)

Iowa State Teachers' Association.

(CONTINUED.)

The text of President Beardshear's address was given in the following words of M. Buisson: "Let the school teach what is most likely to prepare the child to be a good citizen, an intelligent and active man. Let the school be satisfied to slowly but surely awaken his senses, his intellect, his faculties of observation, of reflection, of affection and action, and harmoniously build up his character, not by means of the three R's, but rather by means of the three H's, head, heart, and hand, and make him fit for self government, self-control, self-help—a living, thinking being."

He dwelt particularly upon the progress that schools have made in the past year, and the problems that are now before them. He urged that school boards should be more liberal in providing educational facilities for children. "Des Moines, Marshalltown, Cedar Rapids, and other Iowa cities have," he said, "taken commendable positions as to modern school buildings embodying sweetness and light. In the purchase of apparatus many school boards hug the three R's. They deal out armfuls of a forced march rather than a bounteous supply for the intellectual home of beloved children and noble citizens to come. The educational value of trees, flowers, and ornamental school grounds is a foreign and undesirable thing to most of them. A great number of our public school-grounds in country and town bear too painful resemblance to the stockyards of our railway shipping stations between seasons and the old-fashioned fallow fields which were allowed to rest prolific with weeds in ignorant hope of better times to come. In the employment of teachers the salary is often determined by the three R's, and the lowest bidder clinches the bargain. All school affairs should be conducted upon the cleanest business principles, but also in the light of the highest educational values."

State Supt. Henry Sabin is an earnest advocate of better teaching in country schools, and it is principally due to his efforts that sufficient interest was taken in the "little red school-house," to give a special round table discussion to this subject. Mr. C. B. Tool, of Monroe, presided.

Supt. A. A. Taylor, of Adams county, spoke on the grading and classification of county schools. "The obstacles in the way of a better classification," he said, "were the indifference of authorities, incompetency of teachers, difficulty of supervision, and irregularity of attendance. A majority of the school teachers in rural schools are young people who have had no preparation for their work, except one term at a normal. Most of them are not professional teachers. Frequent changes in teachers result from their incompetency. The work of the superintendent has to be done over again with the new teachers. The indifference on the part of school officials and patrons was a serious obstacle. While they may be interested in the welfare of the pupils they are often entirely ignorant of educational matters. There ought not to be high school work attempted in the country schools. The eight years' work is enough."

"The Woman who Teaches," was the subject of a paper. Miss Zerwekh, of Villisca, opened it with an address. She said that the teacher cannot possibly be perfect in all respects, but she should love her work, be conscious of its meaning and honestly endeavor to fulfil its duties. The teacher must aim "to bring the child gradually into more and more complex relations with his social and physical environment by training him to intelligent observation of the laws which govern these relations and to corresponding adaptations on his part."

The following are a few extracts from a vigorous address by Hon. H. O. Weaver, of Wapello, on "Needed School Legislation."

"The average district school in this state has not the equipment to make knowledge an attraction. The teacher, as a rule has not had the advantages of any training whatever, in teaching."

"Our present state normal school is doing an excellent work, but it is wholly inadequate to the universal demands for trained teachers. Our present system of county normals affords an opportunity for such training but their supplies are scarcely purchased before the county superintendent announces an examination and the session will close for want of funds to continue."

"If we are not able to establish additional permanent normal schools, can we not form some system similar to that of the university extension, and term it normal extension? Such a system has done great work in several of our states. These normal schools could be held two months in the year; two in every congressional district within the state; they need not be permanent in any locality, let them be under the control of the directors of the state normal schools. Under such circumstances it would seem that two months' instruction would be better than two weeks. It would afford teachers an occasion of comparing their methods of teaching—studying improved methods. A similar policy has been adopted for many years in Massachusetts, and normal sessions have been held in 245 towns within that state."

Another educational agency which is greatly needed in this state, is the district library. It is necessary that a thorough teacher must have equipment; every school-house should have a Webster's dictionary and sufficient reference books, charts, weekly school magazines, and supplemental reading. Teachers should be chosen librarians and held responsible for all books placed in their care. As early as 1856, Gov. Grimes advocated such a policy, yet we seem to be in the same position to-day as we were then. A well selected library would form a taste for good reading, which is always followed by a love for good books. Our state provides a well-equipped

library in the penitentiary at Fort Madison. Would it not be as well to give such an opportunity to all the schools in our state? Let a certain amount of tax be retained for the support of a library.

Miss Helen Clute, of Atlanta, in a stirring address attacked that part of the report of the Committee of Ten which relates to the teaching of English. Her criticisms stirred up lively discussions. She denied the verity of the principle on which the Committee of Ten and educators generally base their position in favor of one course of English study for all pupils, viz: The equality of children in the public schools. The public high schools, she insisted, are for the privileged classes in that their management and courses of study have been primarily for the bright young persons who are being fitted for college. In the study of English, the speaker maintained, there must be a division of courses, in order to teach the young person who cannot go to the universities, but must leave the high school to be an artisan, a merchant, a laborer, a different sort of English than that to be taught to the man who expects higher education and the cultivation of more refined taste. The favored class must be taught English which will be essentially literary and æsthetic; the masses must be taught English that is business-like, practical, and valetudinarian. Referring to the neglect of the study of the English language noticeable everywhere in the public schools, she said that it is difficult to find professors of sufficient cultivation to fill the chairs of Latin, Greek, French, and German. But any teacher is considered fitted to teach English and the chair of English is frequently found filled by some valetudinarian preacher. Too much emphasis cannot be placed upon the study of English in the schools. She maintained, in brief, that there must be two courses: some students are not fitted for the classics, but are practical; some may indulge their tastes and are ambitious for higher culture; there must be a course in English for each of them.

"What Would Be a Good Course of Study for the High School?" was the subject of a paper by Miss Effie Frazer, of Ottumwa. English, she urged, should be a part of the students' study entirely through the high school. The course should be largely made up of the great masterpieces. American authors should be given preference, Irving's Sketch Book, being an excellent one to commence with. These writings would also help in the study of history. Scott and Moore might be introduced next, and Shakespeare entered upon in the second year, while the third might take up seriously the study of Shakespeare, with research into literature, accompanied by classics of the nineteenth century, concluding in the fourth year with the Lake poets and reviews of the work gone over.

Miss Anna E. McGovern, of Cedar Falls, in her paper on "The Science of Primary Teaching" urged "that the ultimate end of all teaching should be the development of character; and all training must be done in love and consideration of the child. Frœbel, the prince of educational reformers, put aside books and entered into the life of the child—found the way to his soul. The most successful primary teachers are learning that they must study the child's nature and minister to its wants. Knowledge of the great principles in training the child must be supplemented by a full knowledge of the child's character, the two cemented together by a love and study of his needs and the subjects that interest him."

Supt. H. I. Simmons, of Fremont county, presented a paper on "How Can We Create a Stronger Public Sentiment in Favor of Longer Terms of School and Better Salaries of Teachers, especially in Rural Districts?" He gave it as his opinion that fifty per cent. of the country school teachers get more than they earn; twenty-five per cent. get what they earn, and the rest earn more than they get. Supt. W. C. Moyer, of Cass county, endorsed the idea that the teachers should be raised to their salaries.

CHILD STUDY.

The child study section recommended the following lines of study: That for the present, chief attention be given to the three following lines of investigation, viz:

1. Visualization, or eye-mindedness and ear-mindedness.
2. Tests of sight and hearing.
3. Determination of age, weight, and height of respective grades.

Mr. A. L. Brower, of Milton, opened the discussion of the question: "What is the Measure of the School's Responsibility in the Matter of the Pupil's Moral Attitude Out of School?" He thought it was all important that the pupil be well trained in intellect and morals. The school is successful to the extent that it instills into the mind of pupils conceptions of right and succeeds in training them into habits of right. No matter what the teacher understands the home training to be, it remains his duty to form moral character.

The following are the principal recommendations touching the "System of Issuing County Certificates," adopted.

Examination Questions.—Should be uniform throughout the state. A more thorough examination in the science and art of education should be required. Under the law, applicants to teach must be examined as to their ability to teach the "common branches."

Certificates.—Two grades of certificates recommended.

Requirements for each grade: To obtain a first class certificate, the applicant should make an average of 90 per cent., not fall below 80 per cent in any branch, and have taught successfully two terms. To obtain a second class certificate, the applicant should make an average of 80 per cent. and not fall below 70 per cent. in any branch. Third class permissible only when schools cannot otherwise be filled. Required standing for certificates should be uniform throughout the state.

A report on the course of study for the primary teacher to enable her to take an examination for a professional certificate recommended the following books.

Psychology Sully, Hand Book; James, Hand Book; McLellan, Applied Psychology.

History of Education—Quick, Browning, Compayré.

Supplemental to Psychology—"Child Nature," by Baroness Von Bulow; "Education of Man," by Frœbel; "Study of Child Nature by Elizabeth Harrison.

Books Suggestive for Reading—Spencer's "Education;" Rousseau's "Emile;" "A Pot of Green Feathers;" "Nature Study," by Jackman, books written by Kate Douglas Wiggin; *Kindergarten Magazine*.

Methods—A definite understanding of the principles underlying the methods in reading, language, literature, nature studies, color, drawing, music, physical culture.

The following officers were elected. President—R. C. Barrett, of Osage; vice president, Ira S. Condit, of Red Oak; Anna E. McGovern, of Cedar Falls; C. C. Carstens, of Ames; secretary, W. F. Cramer, of Iowa City; treasurer, G. W. Gamson, of Cedar Falls; executive committee, H. G. Lampson, of Atlantic; executive council, Dr. W. F. King, of Mt. Vernon, and Dr. W. M. Brooks, of Tabor.

Michigan.

The forty-fourth annual meeting of the Michigan State Teachers' Association was held at Lansing, Dec. 26-28. Supt. C. T. Grawn, of Traverse City, presided in a model manner. Prompt, vigorous, audible, it would be hard to improve upon his management.

Ex-Supt. of Public Instruction C. A. Gower, gave the address of "Welcome," and Supt. J. R. Miller, of Big Rapids, the response. The now famous John Donovan of Bay, the only Democratic member of the legislature, gave a well-balanced 15-minute address. This was followed by "Do our Public Schools Prepare for Citizenship?" by Judge C. B. Grant, of the supreme court. At the conclusion of the preliminaries Gov. Rich and State Supt. Pattengill tendered the teachers a reception in the executive parlors.

The program was long, much too long. Too many papers, too little discussion, too few conclusions. The papers were, as a rule, good, though there were exceptions, of course, and some could not be heard. One of the best papers was read by Supt. C. O. Hoyt, of Lansing, on "Professional Ethics." He criticised the unprofessional conduct of many teachers in disregarding rights of boards and rights of other teachers; of underbidding, of criticising predecessors, of undermining a fellow teacher in order to create a vacancy, of accepting a position but continuing to look for a better one, and so on, to the end. Much valuable discussion followed which crystallized into a committee to prepare a "Code" or formulate a few general principles and report at next meeting.

The committee on legislation recommended the enactment of laws requiring teachers and school officers generally to be citizens of the United States; to prevent the use of tobacco by teachers; providing for more stringent measures to suppress the sale of cigarettes; establishing an additional state normal school; providing free text books in all schools; prescribing more stringent measures to enforce attendance upon scholars; abolishing institute fees; establishing the township unit system, and requiring school districts to maintain better outbuildings.

Thursday afternoon the association divided into sections: college, high school, primary. The commissioners' and examiners' section met Wednesday. John Dewitt Miller gave the annual lecture on the "Uses of Ugliness."

Supt. E. C. Thompson, of Saginaw, W. S., was elected president; Supt. George R. Catton, Cadillac, treasurer; and Prof. Chas. McKenney, Olivet college, secretary.

W. J. McKONE.

Idaho.

The Eastern Idaho Teachers' association assembled at Montpelier. The following selections from the resolutions adopted indicate what subjects were discussed:

"The higher professional preparation of the teacher is imperative. As an incentive to higher qualification we demand such changes in the school law as will place the certification of teachers upon such a basis and under such supervision as will protect our schools from the incompetent and unprofessional who now retard and defeat educational progress.

"We demand that the institute system of the state be so amended

as to compel each county to maintain singly or in conjunction with other counties a teachers' institute, to be conducted by such educators of experience under the approval of the state superintendent as will insure the success of such institute.

"We hereby express our profound conviction that reading, literature, and history do not receive in our schools the attention and enthusiasm their ethical contents justify. We believe that the highest moral training and preparation for citizenship that the public schools afford are to be found in these studies. To attain these ends, the school library is indispensable, and we pledge ourselves to the awaking of such interest in reading both within our school and in the communities in which we labor as will speedily secure public school libraries for our respective districts.

"In all the states of the union the normal school has been found indispensable in securing professional qualifications of teachers. We sincerely hope that this valuable educational agency may early meet with ample financial support and encouragement of the people of Idaho."

The following officers were elected: President J. C. Muermann, Moscow; first vice-president, H. H. Barton, Idaho Falls; second vice-president, J. W. Faris, Pocatello; secretary, Mrs. C. A. Mann, Boise; treasurer, E. H. Thompson, Kendrick; executive committee, H. R. Smith, Moscow, F. B. Gault, Moscow, C. M. Kiggins, Boise. Boise was chosen as the next place of meeting.

Nebraska.

The most discussed feature of the State Teachers' Association meeting at Lincoln was the unique, scholarly, and interesting paper on the question, "Do our public schools teach morality?" by the Rev. Father Murphy, of Tecumseh. His explanation of the position of the Roman Catholic church on the school question called out prolonged applause. He denied that it aimed to detract or pull down one single stone of the public school foundation. "Rather," said he, "would it add other stones to it until it rises above the clouds into that bright and serene sky illuminated by the light of the world." The election of new officers resulted as follows: President, W. H. Skinner, Nebraska City; secretary, Miss May Hosford, North Bend; treasurer, C. R. Aitkinson, Fairbury. Supt. Marble, of Omaha, and Prin. Brainard, of Beatrice, were elected representatives to the National Council of Education.

The committee on legislation was instructed to ask the legislature to appoint an examining board, of which the chancellor of the state university should be chairman, whose duty it will be to license those who are qualified to do work in the summer institute.

North Dakota.

The state association held its second annual meeting at Hillsboro. State Superintendent Laura J. Eisenhuth called the meeting to order. Twenty counties were represented. Superintendent Jackson presided. The claims of child study were represented by professors Perigo and Kennedy.

The chief number on the program was the discussion of free text-books. It was decided to urge earnestly the passage of the law giving to all counties free, compulsory, and uniform text-books.

Next year's meeting will be held at Grand Forks. The following officers were elected: President, Prof. Joseph Kennedy, of the University of North Dakota; 1st vice-pres., Prof. McFarland, of Valley City; 2d vice-pres., Mrs. Wellington, of Wahpeton; treasurer, Prof. Wooster, of Mayville; secretary, Prof. W. L. Stockwell, of Grafton; executive committee: chairman, Supt. W. T. Perkins, of Bismarck; Supt. Taylor, of Grand Forks, and Prof. W. E. Hoover, of Larimore.

South Dakota,

The following were among the speakers at the State Teachers' Association meeting at Huron: President Louis McLouth, of the Agricultural college; President A. H. P. Beadle, of the state normal school; President W. H. Graham, of the Methodist university of Mitchell, and Mr. C. P. Lomen, of the state university at Vermilion. The following officers were elected: President, Miss Kate Faubman, of Plankinton; recording secretary, W. W. Groton, of Howard; corresponding secretary, O. C. Grose, of Aberdeen; treasurer, Miss Jennie C. West, of Mitchell. Aberdeen was chosen as the next place of meeting.

Indiana

The State Teachers' Association held its meeting at Indianapolis. The papers and discussions were, with hardly any exception, solid, timely and full of practical suggestions. Indiana manages to keep well in the front in educational matters. The teachers believe in the words which formed the subject of an address by President Mills, of Earlham college. "Generation of power is the True End of School Education." The paper which was the most talked about at and after the meeting was that by Miss Mary Nicholson, of the state normal school, on "Esthetic

Education." She declared that as a mode of artistic expression dancing has by no means its proper place in the work of the schools. She advocated a rhythmic movement of the whole body to some simple melody, such as the Greeks called dancing. Her suggestion certainly is in line with the idea of Plato which President G. Stanley Hall is reviving in his lectures to teachers.

The election of officers resulted as follows: President, Howard Sandison, Terre Haute; vice presidents, B. F. Moore, Frankfort; Mrs. Rose Mikels, Newcastle; J. V. Busby, Alexandria; E. K. Dye, Bedford; C. W. McDaniel's, Madison; Miss W. J. Hayes, Attica; recording secretary, Miss Annette Ferris, Thorn-own; secretary and treasurer, J. R. Hart, Lebanon.

Kansas.

The thirty-second annual meeting of the Kansas State Teachers' Association was held at Topeka. Ex-State Superintendent G. W. Winans presided at the opening of the meeting. Pres. Wm. M. Davidson, in his annual address, made a strong plea for patriotism. He also urged better daily preparation for recitation work. He suggested that when American teachers become as thorough as they are sympathetic they will lead the world.

Great interest was manifested in the paper of Prof. J. N. Wilkinson, of Emporia, on German schools, in which he gave some of the observations made on an extended tour in Germany.

He found that the equipment of the schools in Germany is not nearly so complete or so convenient as we have here. In many of the city schools the teachers have only plain wooden benches. But though the furnishings may be poor, he added, the quantity of instructive apparatus that can be found in German schools greatly exceeds what may be commonly found in American schools.

Speaking of the discipline of the schools, he said that the utmost politeness is required of German pupils, even to the extent of rising in a body when a stranger enters the room. But there seems to be little evidence of quiet good behavior when the teacher is not compelling it. "The discipline in Germany, among the boys at least," he said, "is tyrannical, often cruel and even brutal."

"The school journey," he stated, "for the purpose of getting a better understanding of what has been studied in geography, history, and kindred subjects is one of the growing customs of the German schools in the educational advance of this century. The railroad management has a regularly established low rate for teachers and pupils traveling together on such an excursion. During the months of June and July, I often met such parties at the stations or saw them on the streets in an orderly array, resembling a company of soldiers, even to the extent of the knapsacks on their backs and the bugler in attendance to give signals."

Hon. John Macdonald, the genial editor of the *Western School Journal*, spoke on "Schools in Scotland." The observations gathered on a recent trip to his native country were presented in that inimitable way of his, his Scotch humor running through the whole address.

Speaking of manual training he said that sewing is taught in all the schools. The work of the classes is arranged as follows: Standard (class or grade) I., hemming and knitting; Standard II., herringbone (whatever that may be) and darning; Standard III., Garments button holes; Standard IV., Darning stockings, patching, making a baby's night gown, etc. "Now," added the speaker, "how the inspector, a man, and perchance a bachelor can pass upon the merits of a baby's night gown, deponent will not say. "Cooking and even swimming is taught in many Scotch schools."

"The blackboards are very small Mr. Macdonald went on, and I had a mind to remonstrate, but knew better than to argue with another Scotchman who had his mind made up.

"The school-houses there are seated on the inclined plane principle like a gallery.

"In a mountainous country, where families are isolated in twos and threes, the board hires special teachers. At one of these places I found a young man in an outbuilding, teaching three or four young children. I shall not forget that house, because the gude-wife—an old schoolmate of mine with whom I once fell in love and fell out again—produced a big black bottle of Scotch whisky and asked me to draw the cork. As I was satisfied it was not going to be used for scientific, medicinal, or mechanical purposes, I was obliged to decline, much to the amazement of the company. A minister who sat by me pulled the cork with alacrity—like-wise with a corkscrew.

"Religious instruction is given in every school, but the teaching of religion is not compulsory. I attended one of the examinations in this branch and it was exhaustive in more ways than one. The examination embraced outlines of the lives of the patriarchs, Israel in Egypt, outline of the life of Christ, reciting from memory of the first forty-four questions in the catechism, Psalms 102 to 122, the parable of the Good Samaritan, and a paraphrase of the 37th Psalm.

"The principal of a Scotch country school receives \$550 a year and his house rent."

(TO BE CONTINUED.)

Accounts of other association meetings will be given in a later number.

New York.

The candidacy of Charles R. Skinner for the office of state superintendent of public instruction is supported by the leading papers of the state. THE JOURNAL believes him to be the most deserving man for the place. Besides he has had long experience in managing state educational affairs. Favorable comments have been made upon the biographical sketch of Mr. Skinner which appeared in THE JOURNAL of December 15 by a large number of papers, among them such influential ones as the *Buffalo Express*, *Utica Press*, *Schnectady Daily Union*, *Watertown Times*, and *New Paltz Times*.

Letters.

Talks on Pedagogics.

I have read Col. Parker's book pretty carefully and like it greatly. The whole spirit of the book is excellent, just the best kind of modern humanitarianism. Occasionally, of course, the language is too strong to be philosophical, and possibly some people will be offended by this; but as on the whole I warmly agree with him, personally I don't object to the strength of the language. I think the psychological and philosophical references might have been made far more simple, and in a semi-popular work I think it is a mistake to use many philosophical terms, when you may feel sure that the majority of your readers will not use them strictly in the technical sense. We rather fancy that both these faults (assuming they are faults) are peculiar to America, rather than to Col. Parker specially. I have spoken of the blemishes first, for it is far pleasanter to praise the work of one whom I know and respect as much as I do Col. Parker. The American tinge of the work will, I think, make it specially interesting to English readers; that is, his gallant fight for the common public school and the touching reference to Horace Mann's devoted life, etc.

The part I like best is not that which deals specially with *concentration*, but the chapter on school government and normal training. I think many of his remarks are most suggestive and stimulating. His attacks on corporal punishment and bribes in school prizes, etc., are excellent. I think he is very happy in describing the essential qualifications of a good teacher. He frequently puts the pith of what I suppose all advanced teachers accept, but which is not acted upon as a general rule, or universally accepted; for example: "A teacher who is a genuine student will receive far more from his pupils than he gives." I think he describes admirably the political importance of the common school. I consider he has given all good teachers most valuable help by the earnest way in which he has persisted that "All true educative work is interesting; no one can long study anything that is good without loving it."

I disagree with him altogether that there is no need of formal lessons in morals below the university; although I perfectly agree that "all teaching should be intrinsically moral." His belief in freedom to choose is admirable, and the way in which he traces the unthinking citizen from the badly-governed school boy is most suggestive.

I was especially interested in the chapter on "Democracy and Education." You Americans have rightly grasped the *political* importance of education in a way that I do not find followed by any other nation. Your great political problem is unique. As Col. Parker rightly says, "What are we proposing to do? That which has never yet been done in the world's history." And you are trying to solve it largely by education. I think your education will have to be a good deal altered before the problem is solved in this way; but I believe it is altering, and that Col. Parker's book will help it to alter in the right way. It is quite hard to criticise his words, because I seem to hear him speak as

I read his paper, and as I think how much he loves little children, how large his heart is, how honorable he is, and what a childlike faith he has, I cannot criticise, I can only feel glad I ever met him, and am spurred to try more than ever to hasten the day when every school in every land shall "be made a home and a heaven for children." I have already lectured on his book. I shall bring it before my own students next term, and I have recommended it to a great many people.

ELIZABETH P. HUGHES,
Principal of Training College, Cambridge, England.

PROGRESS IN EDUCATIONAL THOUGHT.

To the Editors of THE SCHOOL JOURNAL:—You quote the above as the saying of a worthy educator of Missouri, and state that "it was a hard task to impress this idea upon the teachers of his state." Few of us lay claim to profound wisdom on educational "science;" we are learners, looking for light and wisdom from every corner of the earth. When the worthy state superintendent made the remark that "there is such a thing as progress in educational thought," he did not mean in Missouri, but only outside the state, as I take it. This want of acumen on the part of the people of Missouri shows conclusively that they did not know a good thing when they had it.

We were informed in years gone by that France had a very perfect system of education that was resting on the very bed rock of scientific pedagogical principles, and all run by one great brain at the head of the machine; but now these handsome things turn out to be only "Dead Sea Apples and not celestial fruit;" "that for some time past the feeling has been steadily growing that the system of public education in France is not as perfect as it might be."

Missouri teachers are reading Herbart, Pestalozzi, Froebel, Basedow, Rousseau, Comenius, Aristotle, Confucius, Japan, the Armenian Massacre and the Lexow investigation, in fact a little of everything. It appears that the great New England educational gathering in Boston, believes in Greece and Rome. All our "higher education" is going in that direction, that is, advancing crab-like—going backwards!

We are told by those very wise college presidents and learned professors that we cannot have much of an education, that we cannot know much worth knowing, till we have been long nursed at the bottles of Greece and Rome, and grown robust and fat on their superior wisdom!

From the discussions of those advanced New England educators one would suppose Pagan learning and thought to be far superior to Christian education and thought. Has Christianity been groping two thousand years in ignorance of the true principles of education, and can now only be rescued through the old Pagan nations long past away?

J. FAIRBANKS.

Mine is a district school with 30 pupils, all grades, about a dozen pupils in the 6th, 7th, and 8th years.

We have an organized literary society and have regular meetings every three weeks, Friday afternoon. The pupils hold an election and elect officers. After recitations, dialogues, and songs, comes a debate.

For the debate I always prepare a day or two before the meeting, and they write out a few points and then study to make them presentable.

I would like a book that might be suggestive and helpful in this kind of work.

Rensselaer, Ind.

M. R. L.

I saw an article in THE SCHOOL JOURNAL of December in regard to exchanging specimens for school museums. I think it would be of great benefit to the schools. I should like to know of a place where specimens could be sent to be exchanged, although our school has none to exchange at present, not having collected for such an object.

If we knew what specimens were wanted they could be gathered in the spring.

Belmar, N. J.

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New Books.

The war between Russia and Turkey, in 1877-8, is one that is worthy of careful study by the historical student, on account of the influence it had in changing the political boundaries of Europe. Archibald Forbes has made this the subject of his book on the *Czar and Sultan*, in which, under the guise of the adventures of a British lad, he narrates the events of that great struggle. The materials for the narrative are taken from several sources; from the war letters of the *Daily News*, from Capt. Green's History of the War and from other books, narratives and reminiscences. The writer has also used considerable of his own experience, drawing occasionally from his correspondence in the *Daily News*. It will be seen therefore that he has taken the utmost pains to make his recital of facts authentic; the pronoun I is frequently used to give more of a personal interest to the narrative. The crossing of the Balkins, the battle of Plevna, the crisis of the Shipka pass, and other great events of the war are related with fidelity and dramatic force. The book is of especial interest and value now, when Russia and the Eastern question are playing so large a part in the affairs of Europe. (Charles Scribner's Sons, New York. \$2.00.)

The short period that our nation has been in existence has been so filled with stirring and important events that it is found difficult to compress them in the space accorded to the average school history. Much matter that the writer is tempted to insert must be sacrificed; these include anecdotes and incidents of the intensest interest for children. We think Edward S. Ellis, author of the *Complete School History of the United States* has been wise in confining himself strictly to the narrative of important events, thus giving a clear, connected account of our national history. The teachers can fill in the incidental matter by means of supplementary reading. In writing this history the author aimed to give first a clear, succinct grouping of historical incidents; second, a series of exhaustive questions upon these incidents; third, a division of the subject-matter into topics, to be elucidated by the pupil; fourth, subjects for written compositions suggested by the incidents and topics; fifth, questions for discussion that shape themselves naturally from the historical matter, and are so presented as to contain an affirmative and negative view. By the use of these questions, the author points out a way in which the study of history may be made intensely interesting. One cannot fail to be struck with the excellence of the illustrations in this book. Some of the larger ones are photographic reproductions of historical paintings; the portraits are numerous and of a high quality. (Porter & Coates, Philadelphia.)

In this rationalistic age there are many who are enveloped with the thick shadows of doubt, who are almost on the verge of despair, and who know not where to turn for hope and guidance. For the strengthening and consoling of such Anna Robertson Brown prepared the little book entitled *The Victory of Our Faith*. The cover has a beautiful flower and leaf design. (Thomas Y. Crowell & Co., New York and Boston.)

Two child characters are depicted with delicacy and truth in *Rags and Velvet Gowns*, by A. G. Plympton. One is the poor little cripple, nicknamed Silly Willy, and the other is Katherine, the pampered child of the rich man, in whose mill Willy is obliged to work for a bare existence. The contrast between employer and employed is drawn with great force, but it is the two chil-

dren who claim most interest. Katherine, a child of naturally tender nature, through being constantly misunderstood, has grown to be perverse. Her better nature is shown when she has a Christmas tree trimmed, invites all the mill hands to the celebration, and succeeds in softening her father's heart, so that he decides not to make the contemplated cut in wages. (Roberts Brothers, Boston.)

The readers of Mrs. Francis Hodgson Burnett's stories of child-life are numbered in every country in which the English language is understood; since the publication of "Little Lord Fauntleroy" she has been an acknowledged leader in that line of literature. She has never produced anything better than the leading story in her recent volume, *Piccolo and Other Child Stories*. All mothers will appreciate the delicately drawn pictures of Piccolo, the little Italian boy, whose beauty attracted the admiration of the Lady Aileen. The other stories in the book are "The Captain's Youngest," "Little Betty's Kitten Tells Her Story," and "How Little Lord Fauntleroy Occurred." The latter will have added interest on account of the popularity of this little gentleman, as he has appeared in her pages and on the stage. The illustrations are by Reginald B. Birch. (Charles Scribner's Sons, New York. \$1.50.)

Sophie May, the author of "Little Prudy Stories" and the "Dotty Dimple Stories," has written another story which she calls *Wee Lucy*. Children who are acquainted with her previous tales will be interested in knowing that this new story relates to Little Prudy's children. Wee Lucy and Jimmie Boy figure in many laughable adventures, which fun loving children will appreciate. The secret of this author's success in writing these stories is that the children she describes are real children, and not children of the imagination only. The book is handsomely printed, bound in elegant style, and will make a beautiful present for the children. (Lee & Shepard, Boston. 75 cents.)

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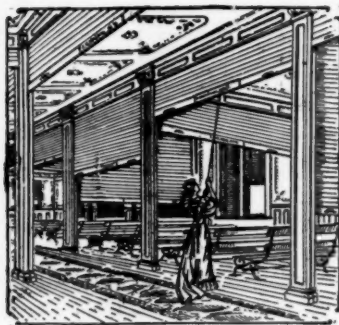
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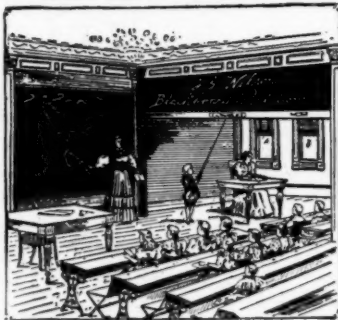
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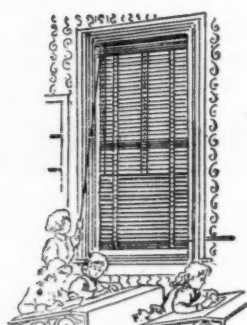
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New Books.

The Cave in the Mountain, by Lieut. R. H. Jayne, is a sequel to the story entitled "In the Pecos Country" with which many of our readers are no doubt acquainted. It is a story of adventure among the murderous Apaches in which a youth figures as the principal actor. The author is evidently intimately acquainted with the country and the people he describes. The book is illustrated. (The Merriam Co., New York.)

Supt. C. W. Fowler, of the Kentucky training school is the author of a little paper-covered volume on *Inductive Geometry*. He finds that usually, in studying geometry, the pupil pursues it just long enough to ascertain its purpose, and does not gain anything like a thorough knowledge of the subject. Believing that the object of the study should be something more than finishing a portion of the school course, and that the pupil generally takes it up with very inadequate preparation, he presents this book as an introduction to, and a preparation for, the regular text. (Published by the author, Mt. Sterling, Ky.)

The Magic Half Crown is a story of Timothy Blakely, a London newsboy. The piece of money, that occupies so prominent a place in the story, was given him by one of his customers, but he did not feel quite right about keeping it; in the meantime the money performed the most wonderful tricks that a half crown was ever known to perform. Finally the one who gave him the money is found, the boy's honesty is proved, and he is taken into an office to study for a lawyer. (Frederick Warne & Co., New York. 75 cents.)

About twenty years ago a volume was published under the title of "Caleb Kinkle, a Story of American Life," by Charles Castleton Coffin. That book was widely read, showing that it struck a popular vein. At the solicitation of friends the story has been re-issued, somewhat changed, for Dan Dishaway is made the central figure in the story. Most readers will recognize the truth of the delineation of this eccentric though worthy character. The career of Caleb, or Little White Hair, as he is styled in the story, from childhood to youth and from youth to manhood, will be followed with interest. The plot is somewhat elaborate and worked out with considerable skill. (Estes & Lauriat, Boston.)

Edward S. Ellis in No. 3 of the Brave and Honest series continues the history of his hero Ned Melton, the title of the volume being *Righting the Wrong*. The readers of the previous story will remember how "Honest Ned" emerged from a terrible suspicion as pure gold tried by fire. The readers naturally want to know more of such a boy and of his employers, Messrs. Shipman and Gumbridge. The young hero passes through some rather startling experiences, but preserves his good name to the end. (The Merriam Co., New York. \$1.25.)

Olivia is a story of every-day experiences by Mrs. Molesworth, told in a bright and lively way, that will interest a wide circle of girl readers. The author has been a close student of the life she describes. While there is nothing unusual in plot or situation the author has managed with the materials she has chosen to produce a readable story. The book has eight illustrations by R. Barnes. (J. B. Lippincott, Philadelphia. \$1.25.)

The French government has just had constructed a 60-foot torpedo boat made of 94 per cent. aluminum and 6 per cent. copper. Similar boats made of steel can only make 17 knots, while this new one has a speed of 20½ knots. The metal used in its construction cost over \$5,000.

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Announcements.

The autobiography of George Augustus Sola will be published at once by Messrs. Charles Scribner's Sons.

The *Life of Samuel J. Tilden*, by the Hon. John Bigelow, one of Mr. Tilden's executors, is now in press, and will be published by Harper & Brothers about the 1st of March.

The Century Company has issued a new edition of the *Tucker Hymnal* which has the considerable advantage of being printed on thinner paper than the former edition, so that the book is much lighter and less cumbersome.

Under the Corsican, by Emily Howland Hoppin, is the title of a new work of fiction of the Napoleonic period, just issued from the press of J. Selwin Tait & Sons.

Stepniak, the Russian novelist, it is said, is at present engaged upon a new work which he proposes to call "At the Dawn of a New Reign." The first portion will be a review of the reign of the late czar, dealing with the social, political, and financial condition of the country, and with such subjects as the persecution of the Jews, etc. The book will conclude with a view of the situation under Nicholas II., and will deal with the probable character of the future manifestation of the Russian revolutionary spirit.

Sir Arthur Seymour Sullivan is said to have realized \$50,000 from the sales of his song, "The Lost Chord." Balfe received \$40,000 for "I Dreamt that I Dwelt in Marble Halls."

Carlyle's house at Chelsea is to be purchased and saved. Minister Bayard is one of a committee organized for this purpose, other members of the association being Lords Ripon and Rosebery, Professor Huxley, and Archdeacon Farrar.

After Victor Hugo died, more than 10,000 isolated verses were found scattered about his room, written on little slips of paper. He used to write incessantly, even while he was dressing himself in the morning.

The new czar of Russia, it seems, is an author, the second part of his account of his travels in the Orient being announced for immediate publication by Brockhaus of Leipzig.

Buffalo, one of the most promising cities on the continent, is noted for the enterprise of its business men. One of these, C. W. Miller, has sent an annual pass on his omnibus and baggage express line. It is gotten up in handsome style. Mr. Miller does not do things by halves; he deserves success.

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On January, the Union School Bureau of New York City became consolidated with the Fisk Teachers' Agencies, and the New York office at 70 Fifth avenue, will now be under the joint management of H. E. Crocker, W. D. Kerr, P. V. Huyssoon, and W. O. Pratt, former managers of the respective agencies. They will give energetic and personal attention to the work, in order to continue the success hitherto attained. Former patrons, as well as new ones, will be welcomed by the combined management. Members enrolled in either agency retain their membership until the expiration of the time for which they registered, as though no change had occurred.

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Dr. Daniel G. Brinton, professor of American archeology in the University of Pennsylvania, has in press a 'Primer of Mayan Hieroglyphics,' in which he endeavors to interpret the mysterious writing on the monuments of Central America. Ginn & Co. will be the publishers.

A new and revised edition of Mr. Austin Dobson's complete poems, from new plates, is announced by Dodd, Mead & Co.

A preparation called Modene is described in another part of this paper. It is guaranteed to destroy quickly all growth of hair on any part on which it is placed without the slightest injury or discoloration to the most delicate skin. It is made by the Modene Manufacturing Co., Cincinnati, Ohio. They offer \$1,000 for failure or the slightest injury.

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Mortgage Banking in Russia, by D. M. Fredericksen, of Chicago, has been published by the American Academy of Political and Social Science of Philadelphia.

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Magazines.

The wide-spread interest that is felt in the career of Napoleon at this time is very clearly shown by the fact that of the November and December numbers of *The Century*, containing the opening chapters of Prof. Sloane's new life, more copies were sold than of corresponding issues for several years past. The January number is already out of print, and a large increase is necessary in the regular February edition.

Far and Near has been merged into *Household*, the Boston publication, which will henceforth have a department devoted exclusively to the working-girls' movement.

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